DOCUMENT RESUME

ED 105 127 CE 003 387

AUTHOR	Kemp, Louie E., Comp.
TITLE	"Sew" You're an Alterationist. Student Manual and Teacher Manual.
INSTITUTION	Mississippi Research Coordinating Unit for Vocational-Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
PUB DATE	74
NOTE	124p.
EDRS PRICE	MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS	Behavioral Objectives; *Guides; Home Economics Education; Instructional Materials; Learning Activities; *Needle Trades; *Occupational Home Economics; Seamstresses; *Sewing Instruction; Sewing Machine Operators; *Skill Development; Study Guides; Teaching Guides
IDENTIFIERS	*Alterationists

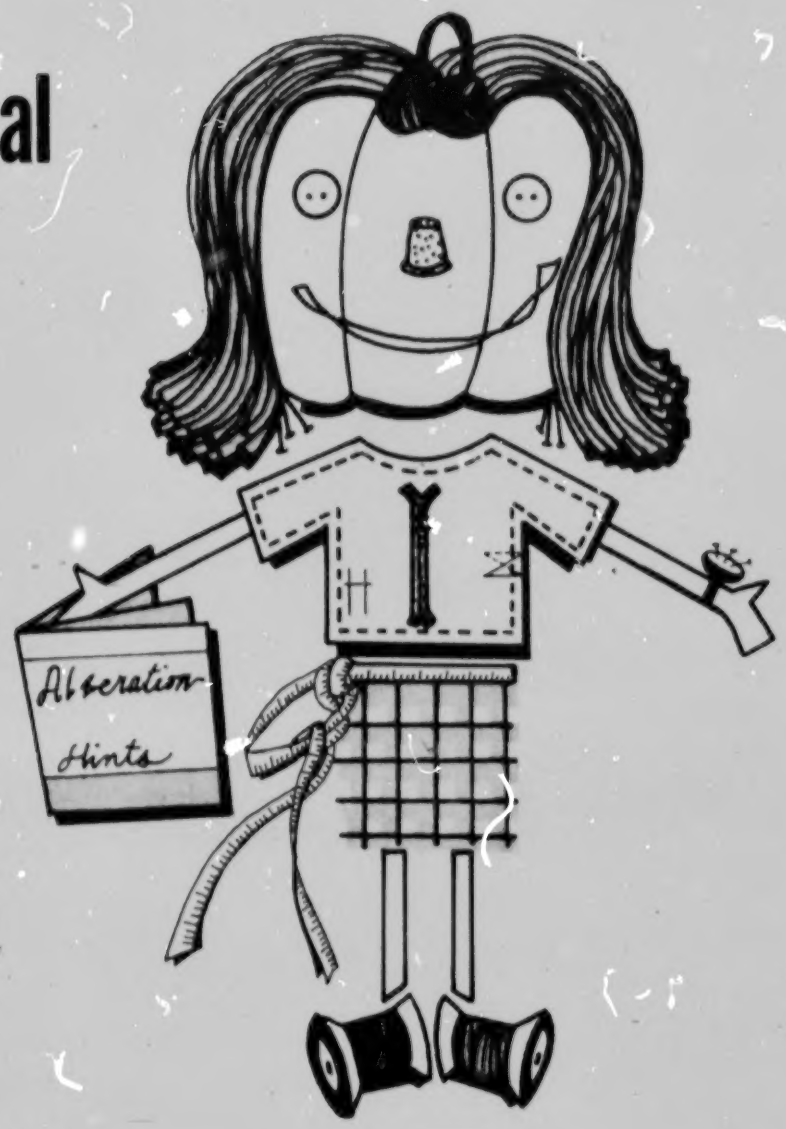
ABSTRACT

The Home Economics Related Occupation Student Learning Packet on sewing instruction is designed to give an understanding of the duties and responsibilities of an alteration worker to learn the skills needed to perform the job of an alteration worker. Upon completion of this training, the student should have developed sewing instruction skills based on 14 specified behavioral objectives. The learning packet consists of 14 lessons: the sewing machine, alteration tools and safety pretest and post-test, basic markings and symbols, alteration tags and tickets, terms used by alterationists, hand stitching, hems and hem finishes, types of fasteners, fitting customers, work records, dart alterations, skirt and dress alterations, cuffing, and working relationships. Each lesson contains an introduction, specific concepts and objectives, instructions, and learning experiences. The student manual is accompanied by a teacher's manual which contains instructions for the teacher, a statement of purpose, detailed instructional objectives for each lesson, pre- and post-tests, and related work sheets and materials for each of the lessons. Appended are supplemental materials. (BP)

JAN 2 0 1978

Student Manual

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



"Sew,"

you're an

Alterationist

2

CE003352(81)

"SEW" YOU'RE AN ALTERATIONIST

Student Manual

Compiled by
Louie E. Kemp
Instructional Materials Specialist
Home Economics

Published by

Division of Vocational and
Technical Education
State Department of Education
Jackson, Mississippi

Research and Curriculum Unit
for Vocational and Technical
Education
College of Education
Mississippi State University
Mississippi State, Mississippi

Home Economics Publication Number 6019

1974

Mississippi State University does not discriminate on the grounds of race, color, national origin, religion, or sex.

TABLE OF CONTENTS

	Page
STUDENT SECTION INTRODUCTION	1
LESSON I - The Sewing Machine	
Introduction	7
LESSON II - Alteration Tools and Safety	
Pretest and Post Test	11
Introduction	13
Information Sheet 1	15
Information Sheet 2	17
Information Sheet 3	19
LESSON III - Basic Markings and Symbols	
Introduction	21
Information Sheet 1	23
Information Sheet 2	25
Information Sheet 3	27
LESSON IV - Alteration Tags and Tickets	
Introduction	29
Information Sheet	31
LESSON V - Terms Used by Alterationists	
Introduction	33
Information Sheet	35
LESSON VI - Hand Stitching	
Pretest and Post Test	37
Introduction	39
Information Sheet	41
Operation Sheet	45
LESSON VII - Hems and Hem Finishes	
Introduction	47
Information Sheet 1	49
Information Sheet 2	51
Operation Sheet	53
LESSON VIII - Types of Fasteners	
Introduction	55
Operation Sheet 1	57
Operation Sheet 2	59
Information Sheet 1	61
Operation Sheet 3	63
Information Sheet 2	65
Operation Sheet 4	67
Operation Sheet 5	69
LESSON IX - Fitting	
Introduction	71
Information Sheet	73

Lesson X - Customer Work Records
Introduction 77

LESSON XI - Dart Alterations
Introduction 79
Operation Sheet 81

LESSON XII - Skirt and Dress Alterations
Introduction 85
Operation Sheet 1 87
Operation Sheet 2 89

LESSON XIII - Cuffing
Introduction 93
Operation Sheet 95

LESSON XIV - Working Relationships
Introduction 97
Information Sheet 99

HOME ECONOMICS RELATED OCCUPATION

LEARNING PACKAGE

Identification Page

Title:	"Sew" You're an Alterationist
Subject:	Clothing Services
Performance Level:	Apprentice Alterationist
Purpose:	This package is designed to aid the student in developing competencies needed to become employable as an apprentice alterationist.
Producer:	Louie Kemp Research and Curriculum Unit Drawer DX Mississippi State, MS 39762
Artist Illustrator:	Donna Breckenridge
Date:	1974

"SEW" YOU'RE AN ALTERATIONIST*

STUDENT SECTION

Introduction

ALICE ALTERATIONIST - watch for her super sewing hints!

Hi! So glad you decided to join us in a brand new adventure. People who learn to change the shape of ready-made clothes are known as alteration specialists, alteration assistants, or alteration apprentices. As you learn and try new ways of doing many sewing tasks, you will also learn and try old tasks that have been used for many years. Who knows, you may discover some sewing "tricks" that will make you as famous as Mr. Singer and his machine.

You will also learn alteration or sewing skills that will prepare you to enter the world of work. Dress shops, men's stores, department stores, and other special shops will need and will hire people who can alter clothes as long as people wear clothes. Often, the first alteration that a learner needs to make is in his attitude toward learning. Learning can be fun. Get where the action is, listen to the "hum of the machine," "sew" a "fit" on every garment, and prepare to watch the money roll in.

* Alterationist: An individual who competently performs basic alteration skills, such as measuring, pressing, pinning, seam ripping, and hand and machine sewing

Learning Objectives

This packet is designed to help you understand the duties and responsibilities of an alteration worker and to help you learn the skills needed to perform the job of an alteration worker. When you complete the learning experiences in this packet, you should be able to perform the following:

A. You will show and tell the teacher that you can correctly:

1. Open the machine, lift the head, and plug the cord into the electric outlet.
2. Name the parts of the sewing machine.
3. Turn machine light switch to "on."
4. Thread the bobbin and the machine, put the bobbin in the bobbin case, and join the bobbin thread with the top thread.
5. Remove and replace a machine needle, presser foot, throat plate, bobbin, and foot control.
6. Stitch a 5/8 inch seam and reverse the stitches at the beginning and end of the seam.
7. Adjust stitch length regulator and presser foot pressure.
8. Control the speed of the machine.
9. Close the machine.

B. From a treasure chest of tools, you will find and correctly name 2 measuring tools, 2 marking tools, 2 ripping tools, 2 basting tools, 2 cutting tools, 2 sewing tools, and 2 pressing tools. After your teacher shows you the correct way to use each tool, you will show the correct use of each tool according to standards set by her.

C. After studying information sheets, viewing transparencies, and watching demonstrations, you will show and tell your teacher the symbols and markings used to shorten, lengthen, make new crease lines, old crease lines, new hem lines, new seam lines, and new dart lines. As you perform these tasks, your performance will be checked according to the standards set by your teacher.

D. After viewing transparencies, studying, and listening to the teacher explain the information needed on an alteration tag or ticket, you will be given an alteration tag and ticket to prepare. You will write on the tag and ticket alteration symbols, markings, and other information that may be needed by an alterationist. The alteration tag and ticket will be checked according to standards set by your teacher.

E. Given a written list of words and terms most often used by alteration workers and an explanation of their meanings by your teacher, you will define and explain orally or in writing the meaning of these words and terms. You explanations will be checked according to standards set by your teacher.

F. After viewing transparencies, studying handouts, watching demonstrations, and examining examples of lock stitching, blind stitching and catch stitching, you will practice these stitches. You will show your teacher your hand stitching skill; your performance will be checked according to standards set by your teacher.

G. You will be given fabric, plain seam binding, bias seam binding, bias hem facing, bias strips of lightweight fabric, hemming lace, sewing needle, thread, and a sewing machine. Your teacher or an experienced

alterationist will demonstrate for you methods of finishing hems using plain and bias seam binding, bias facings, and hemming lace. They will show you the following hem finishes: stitched and overcast, stitched and pinked, and turned and stitched. You will observe demonstrations, practice, and perform each hem finish according to standards set by your teacher.

H. After studying information sheets, viewing transparencies, watching demonstrations by your teacher, and identifying properly sewn fasteners on four garments, you will practice the skill of sewing zippers, snaps, hooks and eyes, and buttons to fabric. You will satisfactorily perform these skills according to standards set by your teacher.

I. Given written sheets of information, a written and oral explanation of the tasks to be performed, a visual and oral explanation of two methods of "pinning to fit," and demonstrations of ways of "pinning to fit," you will accurately pin at least one garment to fit a classmate. You will mark the wrong side with pins and/or chalk and will stitch the marked seam line. You will rip out any stitches that are not needed. Your teacher will check your performance according to standards set by her and future employers.

J. After studying three examples of customer work records and sheets, viewing transparencies, and listening to your teacher explain how to get the information needed to complete the forms, you will choose two individuals in your classroom as customers; you will complete one work record on one customer and one work sheet on the other. The completed sheets will be checked according to standards set by your teacher.

K. Given pictures and written information about kinds of darts; ways to relocate, alter, lengthen, or shorten darts; and oral instructions and demonstrations by your teacher, you will alter one straight and one double-pointed dart. Your performance will be checked according to standards set by your teacher and an employer.

L. After watching your teacher show the tools, symbols, and markings needed, and the correct way to mark, cut, baste and sew, you will shorten a hemline, shorten a bodice, and perform a hipline alteration by following directions given by your teacher. You will judge one classmate's finished operations using a checklist given you by your teacher. Your teacher will also check your finished operations by the same checklist.

M. After being given information and operation sheets on cuffing pants, you will view transparencies and listen to an explanation of a simple way to properly cuff pants. You will practice this skill on paper and on scraps. Your teacher will check your work. When you have gained sufficient skill, you will cuff a pair of pants that you select from the "grab box." Your performance will be checked according to standards set by your teacher and an employer.

N. After reading and talking about the handout Employer - Alterationist - Customer, listening to an employer and a customer explain their feelings about an alterationist's role at work, and interviewing another customer, you will demonstrate the proper way to greet, service and talk with a customer. Your performance will be checked according to standards set by your teacher.

LESSON I

The Sewing Machine

Introduction

Your close and trustworthy friend, the sewing machine, is begging for some attention. It feels needed when you are at the controls, and it feels secure when you operate it correctly. You make a happy and successful couple. Congratulations!

Concept

The sewing machine

Objective

You will show and tell the teacher that you can correctly:

1. Open the machine, lift the head, and plug the cord into the electric outlet.
2. Name the parts of the sewing machine.
3. Turn machine light switch to "on."
4. Thread the bobbin and the machine, put the bobbin in the bobbin case, and join the bobbin thread with the top thread.
5. Remove and replace a machine needle, presser foot, throat plate, bobbin, and foot control.
6. Stitch a 5/8 inch seam and reverse the stitches at the beginning and end of the seam.
7. Adjust stitch length regulator and presser foot pressure.
8. Control the speed of the machine.
9. Close the machine.

Instructions

Complete Learning Experiences 1 and 2. Then complete Learning Experiences 3 through 8.

Learning Experiences

1. Read pp. 242-245, Steps in Learning Skills, in your Teen Guide to Homemaking. Then read Head.
2. Watch your teacher as she opens the sewing machine, locates, and explains the parts of the sewing machine.
3. Given a sewing machine, locate, name, and explain the use of the different parts of the machine.
4. Given a machine needle, you will thread a needle in the machine. Place a sheet of notebook paper in a comfortable position under the presser foot. Set the needle down on the line. Read pp. 246-247, Steps in Learning Skills, "Sewing at Your Speed" and "Stitching a Straight Line." Read the main topics on these pages. Stitch a line as straight as possible on six lines of notebook paper. Compare your work with others. Do you need more practice? If so, continue stitching on the lines of notebook paper.

   Sign your name to the practice sheet, and turn it in to the teacher's desk, and she will check your stitching.
5. Read pp. 251-256, Steps in Learning Skills, Threading the Sewing Machine.

6. Ask your teacher for a manual or a direction sheet that gives you directions for threading a machine and bobbin. Thread the machine and bobbin. Ask your teacher to check your work. She will tell you whether or not you are ready for the next learning experience.

7. Read again pp. 246-247, "Controlling Your Speed," Steps in Clothing Skills. Go to the machine and practice controlling your speed when operating the machine. Ask your teacher to check your progress. She will tell you whether or not you are ready for the next learning experience.

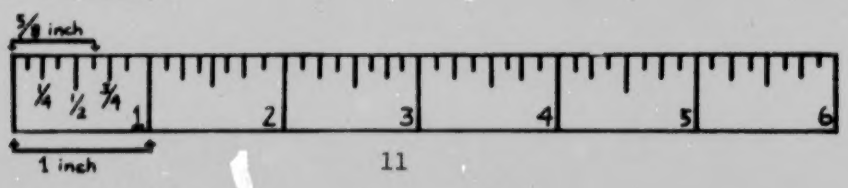
8. Given a blank "Sewing Machine Operator's License," Complete the instruction listed on the sheet. Your teacher will watch you in action as you complete each task. When your teacher signs your license, you will be capable of operating a sewing machine in your classroom. Happy sewing!

LESSON II

Alteration Tools and Safety

Pretest and Post Test

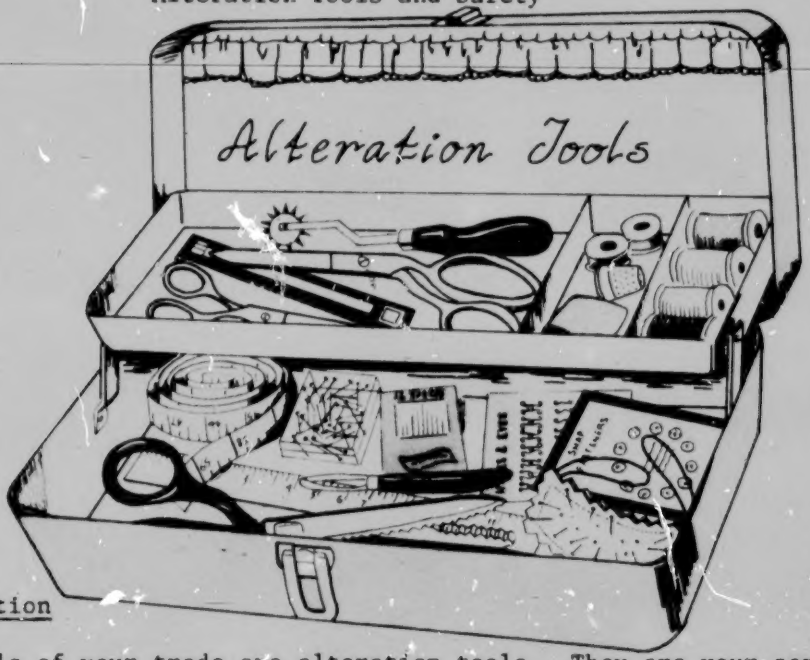
Look at the pictures and name the alteration tools, shown at the bottom of this page. Do not write on this page. When you think you can name them and use them, ask your teacher to let you "show and tell" the names and uses of two of each kind of tool listed in the objectives for Lesson II on the following page. Your teacher will explain how she wants you to show the use of the tools, and she will give you paper or fabric to use in your demonstration. If the teacher decides that you know the names of the tools and can properly use them, she will ask you to skip Lesson II and go to Lesson III.



11

LESSON II

Alteration Tools and Safety



Introduction

Tools of your trade are alteration tools. They are your servants. They will work hard for you and will try to please you, if you take time to discover each of them and to find the job that each tool can do best. Have fun in the treasure chest!

Concept

Alteration tools

Objective

From a treasure chest of tools, you will find and correctly name 2 measuring tools, 2 marking tools, 2 ripping tools, 2 basting tools, 2 cutting tools, 2 hand sewing tools, and 2 pressing tools. You will show your teacher the correct use of each [illegible]ccording to standards set by her.

Instructions

If you passed the pretest, congratulations, and happy landing in

Lesson III. If you did not pass the pretest, dig a little deeper in the treasure chest of knowledge. Finish the following learning experiences.

Learning experiences

1. Read and study the Information Sheets for Lesson II, pages 15-20.
2. Watch and listen to your teacher show the proper use of two of each type of alteration tool.
3. Role play: Customer - Alterationist. You are the alterationist. You will "show and tell" the proper use of each alteration tool to a classmate "customer."
4. Show your teacher the name and proper use of each alteration tool she chooses for you to use. If your demonstration is approved by her, you are ready to begin Lesson III.
5. Tell your teacher the five common sewing machine illnesses and explain their causes and cures. Explain in your own words why an alteration worker should learn to cure these illnesses.
6. Demonstrate to your teacher the safe and proper way to iron and to press.

LESSON II

Alteration Tools and Safety

Information Sheet 1

Pinking shears

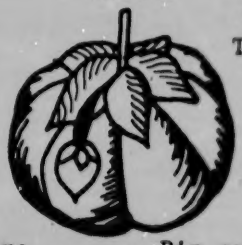
Electric scissors

Bent handle dressmaker shears

Thread

Needle

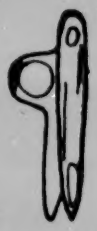
Thimble



Pin cushion

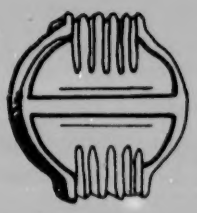
Pins

Sewing scissors

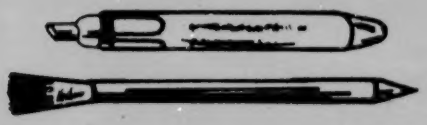


Snips

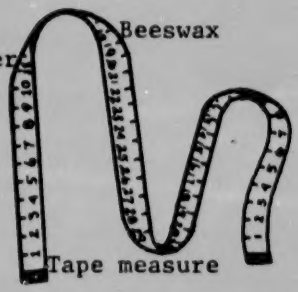
Seam ripper



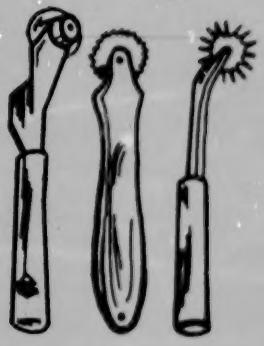
Beeswax



Marking pencils

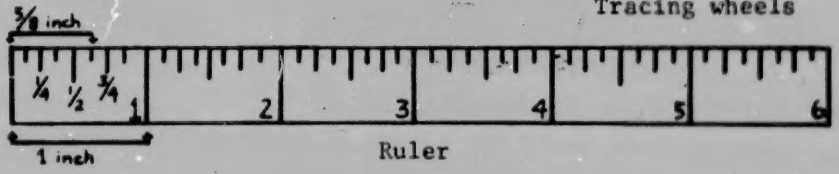


Tape measure



Tracing wheels

Hem gauge

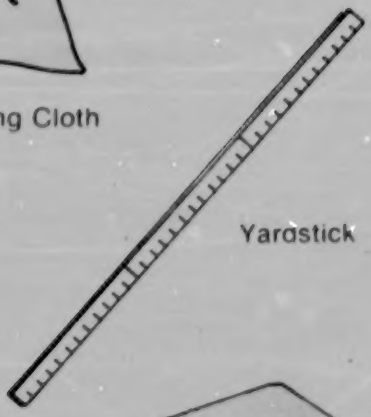


Ruler

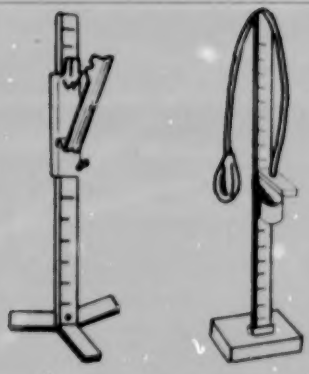
ALTERATION TOOLS

(Too large for tool box)

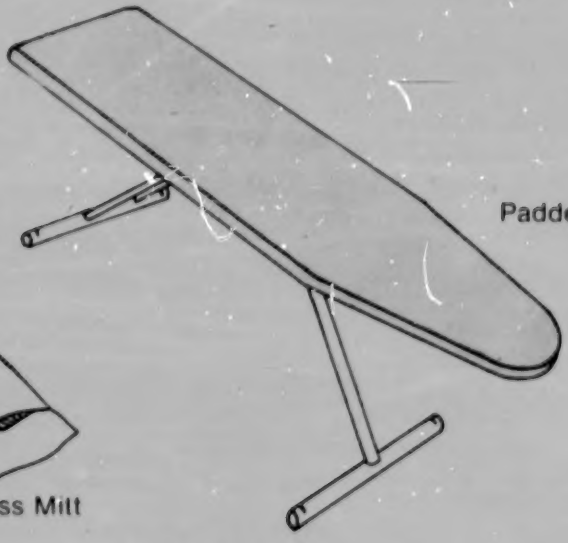
Pressing Cloth



Yardstick



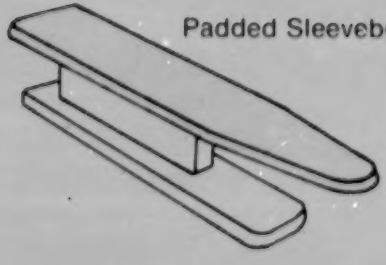
Hem Markers



Padded Ironing Board

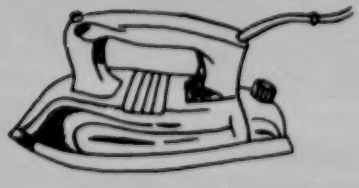
Tailor's Cushion

Press Mitt



Padded Sleeveboard

Steam Iron



LESSON II

Alteration Tools and Safety

Information Sheet 2

Pressing

1. Is there a difference in ironing and pressing? Yes, pressing means lifting the iron and setting down the iron. Heat and moisture press shape into a garment, so for most fabrics, press with a steam iron or use a dampened press cloth and a regular iron.
2. Should most of the pressing be done on the outside or the inside of the garment? Inside the garment. Seams need to be pressed open, and hems and darts also need to be pressed.
3. Should pins and bastings be pressed over? No, because the pin heads and the bastings will leave marks. (Basting done with silk thread will not leave marks.)
4. Will a dry press cloth protect the right side of a garment from shine? Yes, most garments that have been altered need touch-up pressing on the outside. Use cheesecloth or drill cloth.

LESSON II

Alteration Tools and Safety

Information Sheet 2

Safety Rules for Working in an Alteration Center

1. Keep working surfaces clean.
2. Keep hands clean.
3. Write correct information on alteration tags or tickets to prevent wrong alterations.
4. Place pins in pincushion, not in the mouth.
5. Adjust lighting to avoid eyestrain.
6. Carefully and correctly handle shears and scissors.
7. Keep cutting and ripping tools in a convenient but safe place.
8. Prevent cutting fabric with seam ripper, scissors, or razor when ripping seams.
9. Do not use an unprotected double-edged razor blade to rip seams.
10. Carefully place scissors on a flat surface to avoid dropping them.
11. Maintain good posture to prevent fatigue accidents.
12. Do not place fingers too close to the machine needle.
13. Do not unplug the machine cord from a wall outlet by pulling the electric wire.

Prevent Sewing Accidents

Time can be saved, and temper tantrums can be prevented if an alterationist learns to recognize the causes and cures of the following illnesses that cripple a sewing machine.

Illnesses	Causes	Cures
Broken Needle	Loose presser foot	Tighten presser foot.
	Fabric too heavy for needle	Adjust needle size to fabric weight.
	Sewing over and hitting pins	Sew slowly over pins.
Broken Needle Thread	Machine threaded incorrectly	Correctly thread the head of the machine.
	Needle placed wrong in needle holder	Correctly insert needle in holder.
	Upper tension too tight	Loosen upper tension.
Broken Bobbin Thread	Bobbin tension too tight	Loosen bobbin tension screw.
	Bobbin case threaded incorrectly	Bring bobbin thread correctly through tension and guides.
	Thread wound unevenly on bobbin	Wind thread evenly on the bobbin.
Skipped Stitches	Blunt needle	Replace blunt needle.
	Needle threaded incorrectly	Thread needle from the direction of the last thread guide.
	Needle placed incorrectly in needle holder.	The long groove in the needle should be placed in the direction of the last thread guide.
Puckered Seams	Dull or blunt needle	Replace dull needle.
	Tension too tight	Loosen top and bottom tensions.
	Stitches too long or too short for fabric	Adjust stitches to suit the fabric.

LESSON III

Basic Markings and Symbols

Introduction

Markings and symbols are signs that tell what to do and how to do it. They are as important to alterationists as stop signs, traffic lights, and other highway signs are to drivers of automobiles. Markings and symbols are your roadmap; trace, pin, or chalk your way to happy alterations.

Concept

Alteration symbols and markings

Objective

After you show and orally explain to your teacher the symbols and markings used to shorten, lengthen, make new crease lines, old crease lines, new hem lines, new seam lines, and new dart lines, you will preform these tasks according to standards set by her.

Instructions

Ask the teacher for a pretest on alteration symbols and markings. Did you get a "stop" or "go" signal from the teacher when you took the Lesson III pretest? If she said go to Lesson IV, you are lucky; if she said stop, there are some marks and symbols that you need to learn.

Learning experiences

1. View transparencies of basic symbols and markings. Read the Information Sheets for Lesson III.
2. Choose a partner. Together choose symbols or markings for one alteration from the Information Sheets for Lesson III, pages 23-27.

Explain to two other classmates the materials needed to make the marks or symbols, show how to make them on fabric, and show how to complete and stitch the alteration.

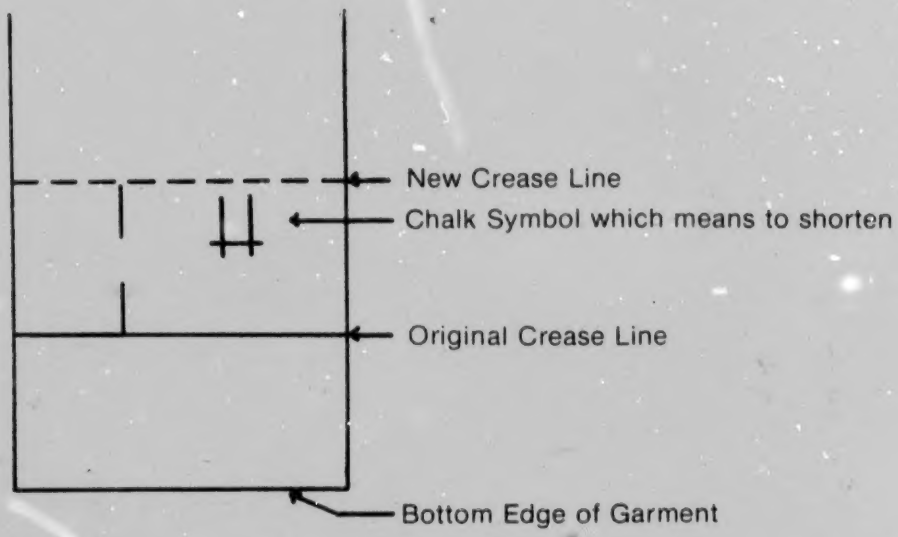
3. Ask your teacher for a self test. List in writing the alteration symbols or markings that you see and tell where each alteration may be made on a garment.

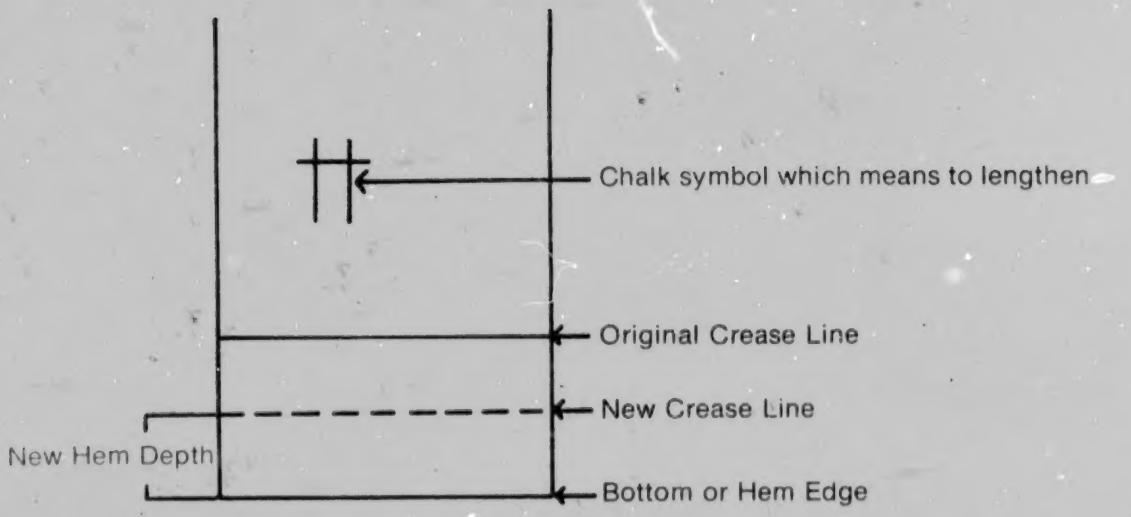
4. Discuss the self test with your teacher. If your performance meets teacher standards, begin Lesson IV; if not, smile big , review learning experiences, and when you are ready, ask your teacher for a post test.

LESSON III

Basic Markings and Symbols

Information Sheet 1



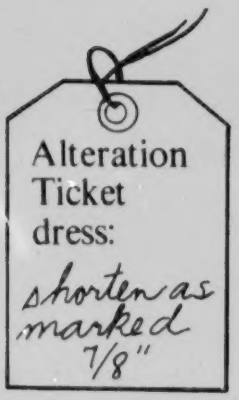


LESSON III

Basic Markings and Symbols

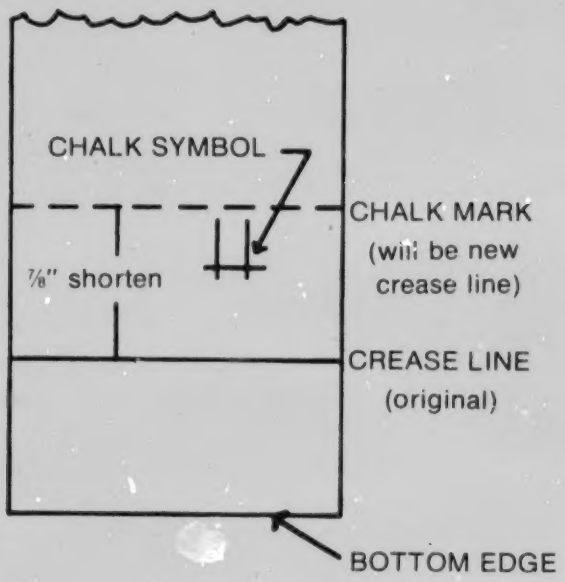
Information Sheet 2

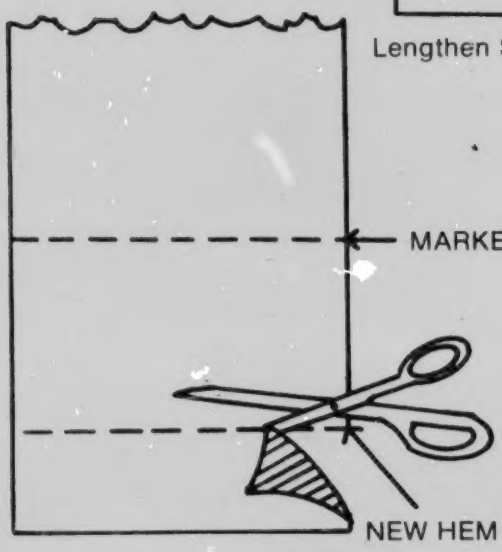
Lengthen or Shorten Dress or Skirt

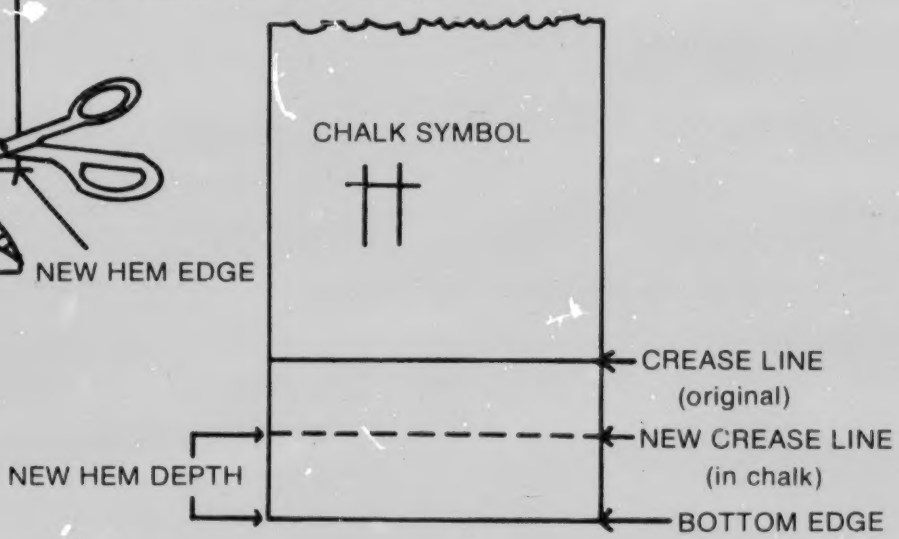


Shorten Symbol

Lengthen Symbol





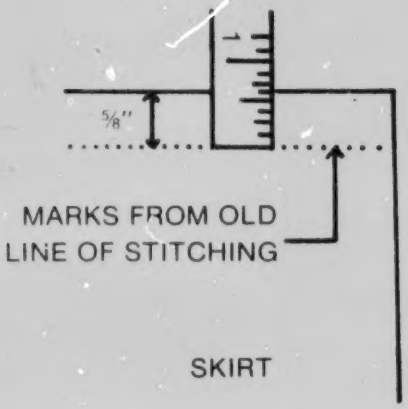


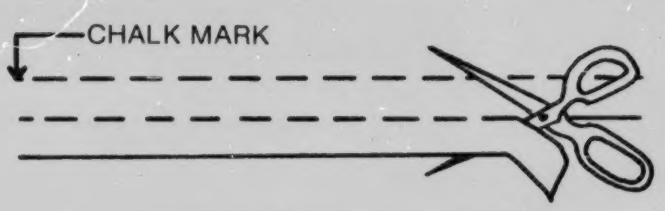
LESSON III

Basic Markings and Symbols

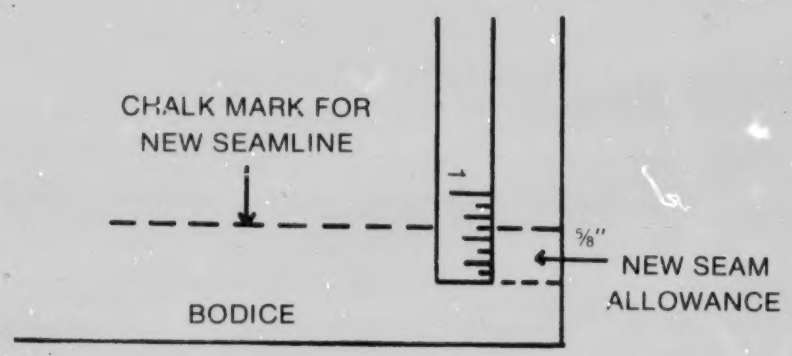
Information Sheet 3

Shorten or Lengthen the Bodice

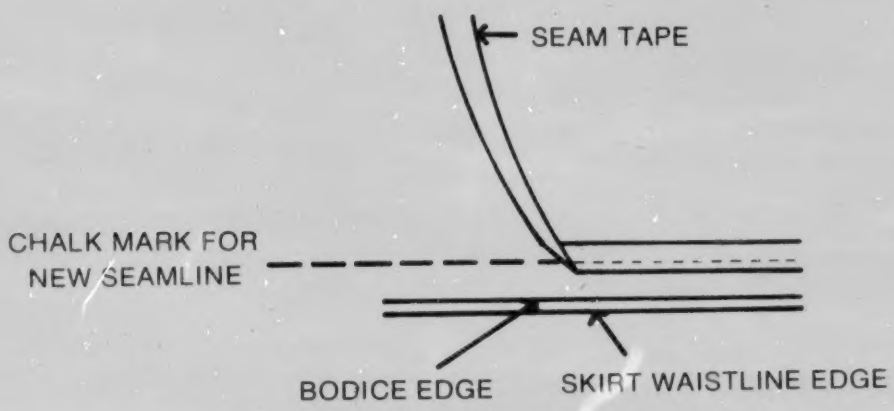




Shorten Symbol



Lengthen Symbol



LESSON IV

Alteration Tags and Tickets

Introduction

Have you ever been given a prescription for medicine by a doctor? An alteration ticket is just as important. All directions for altering are written in sign language on the ticket. If you cannot read the ticket, you cannot alter a garment; this means "No read, no job." Learn well.

Concept

Alteration tags and tickets

Objective

After you watch, study, and listen to your teacher, explain the symbols and markings on an alteration ticket. You will make an alteration ticket and will list on it alteration symbols and markings required by your teacher. The alteration ticket will be checked by her according to standards set by her.

Instructions

Complete the following learning experiences.

Learning experiences

1. Read and study the Information Sheet for Lesson IV, pages 31-32.
2. Observe transparencies of information on alteration tickets, including directions for using symbols and markings, and listen to an explanation of what each means and how each is used.
3. Construct and prepare two possible types of alteration tickets that will give all the information needed by an alterationist

to lengthen a skirt and to return the altered garment to the correct customer.

4. Ask your teacher for a self test. When you complete the self test, check your answers. Discuss your test and your answers with your teacher. If she approves your answers, you may begin Lesson V. If she does not approve your answers, ask for more help. When you complete the new learning experience, ask your teacher for a post test. If she approves the answers on the post test, begin Lesson V.

LESSON IV

Alteration Tags and Tickets

Information Sheet

In each type of business, employees have developed skills which help them to work better when altering clothing. A knowledge of methods used by various business establishments should help you understand the methods used at your particular training station or classroom.

To alter a garment:

1. Follow instructions on the tag.
2. Know where to start.
3. Know when more than one alteration is needed.
4. Know which alteration to perform first.
5. Use time wisely.
6. Keep work area clean and in order.
7. Use proper alteration skills.
8. Satisfy customers.

The alterationist is usually called when a garment needs changes to achieve proper fit for the customer. The alterationist must learn knowledge and gain experience in alteration procedures to be able to decide what changes are possible. The garment is pinned by the alterationist to indicate the type and location of the needed alterations and is tagged to tell specific alterations needed. (These changes may also be done by a fitter.)

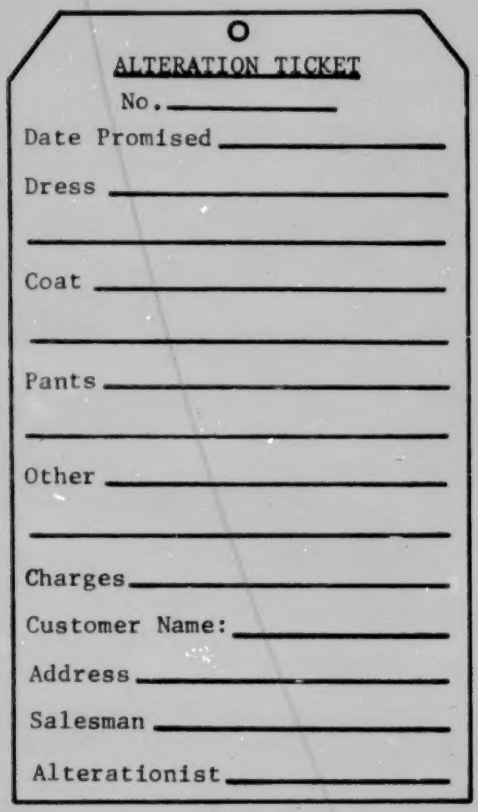
The garment is taken to the alteration department. The person making the alteration reads the tag and interprets the markings. The alterations are completed by the workers in the alteration department.

31

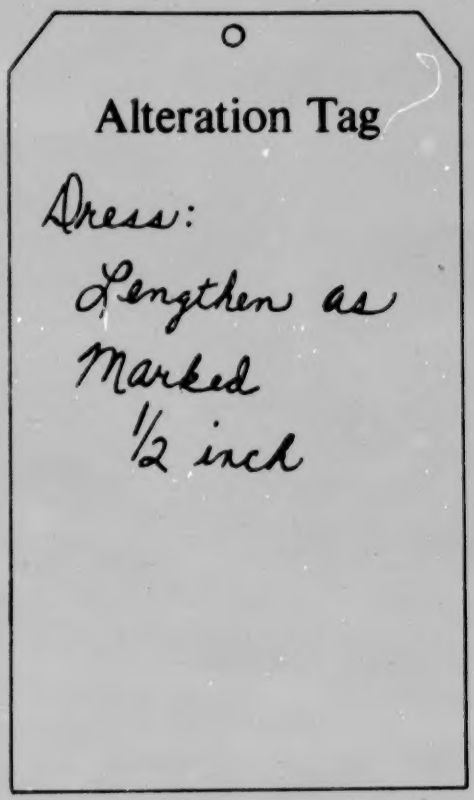
Once each garment is tagged with information telling the alteration to be made, it is very important that these instructions be followed exactly as written so that the correct alteration is made. A perfect alteration will lead to customer satisfaction and help to maintain good customer-employee relations.

The alteration tags and tickets often serve as the means of communication between the sales department and the alteration department of the retail store and between the customer service and alteration workers at the dry cleaners. The alterationist must know the meaning of all marks and terms on the alteration tags in order to satisfy customers and correctly alter garments.

Examples of two alteration tags are:



Front



32

LESSON V

Terms Used by Alterationists

Introduction

A picture may be worth a thousand words, but words deliver many messages from one person to another. To speak the "language of the trade" of an alterationist will be interesting and most helpful to you.

Concept

Terms used by alterationists

Objective

Given a written list of words and terms most often used by alteration workers and an explanation of their meanings by your teacher, you will correctly list, define, and explain orally the meanings of these words and terms according to standards set by your teacher.

Instructions

"Stop, go, or slow?" Ask your teacher and you will know. If your sign reads slow or stop, ask you teacher for help. Complete the following learning experiences.

Learning experiences

1. Ask your teacher to give you a pretest. Pronounce each word listed on the pretest; tell your teacher the meaning of each word and explain why the words need to be used by an alteration worker.
2. Study the Information Sheet for Lesson V, pages 35-36.
3. Present "Bank of Knowledge," a television program. Your teacher will act as Master of Ceremonies. There will be a panel of 5 students. The names of alteration terms will be

drawn out of a sewing box or kit, and the panel will be asked by the Master of Ceremonies to pronounce and define the words drawn. She will decide which students are ready to go to Lesson VI and which students need to review.

4. Observe garments on display in the classroom. Ask your teacher for the "match box." Match the terms that you draw from the box to parts of the garments on display that may require these terms in altering a similar garment.

5. Ask your teacher for a self test. If she approves your answers, go happily to Lesson VI. If she does not approve, ask her for help, and later approval to go to Lesson VI.

LESSON V

Terms Used by Alterationists

Information Sheet

Terms	Definitions
1. Alteration tools	All tools used to help you alter clothes
2. Sewing gauge	A tool that has a sliding marker to help you measure hems, spaces between buttons, etc.
3. Ruler	A wooden or plastic straight edge tool, 6, 12 or 18 inches long
4. Tape measure	A plastic or fiber glass 60-inch tape with number markings on both sides
5. Scissors	A cutting tool about 5 or 6 inches long with straight blades and matching rings for handles
6. Shears	A cutting tool about 7 or 8 inches long with one ring larger than the other, bent or straight handles, and available for left or right hand
7. Pin cushion	A small cushion to hold pins and needles for sewing and fitting or for storing all pins and needles
8. Thread	Spools of different sizes, fibers, and colors to use for basting, hand, or machine stitching
9. Tracing wheel	A marking tool; a small, smooth or saw-tooth wheel attached to a short handle
10. Tracing paper	Double-faced carbon paper to mark two pieces of fabric at one time, used with tracing wheel
11. Pins	Sharp, pointed, slender metal spikes with a head, used to hold pieces of fabric and to mark alterations
12. Thimble	Metal or plastic cover that fits and protects middle finger while handsewing
13. Hand needle	Small, slender metal spike with an eye for thread at one end and a sharp point at the other

14.	Marking pencils	Chalk or wax pencils that usually have a brush at one end
15.	Beeswax	Containers of beeswax that thread can run through: Beeswax makes thread strong and tangle-free.
16.	Yardstick	A 36-inch, thin wooden stick marked in fractions of an inch on both sides of the stick
17.	Spray and dry steam iron	Steam vents are in front of the sole plate; temperature range is great.
18.	Ironing board	A level, sturdy, adjustable board with padding and a silicone-treated cover
19.	Sewing machine	Straight stitch and zigzag machines that sew backward are best for most basic alterations.
20.	Press cloth	Cheesecloth is a good general press cloth, and it is transparent.
21.	Full length mirror	Mirror to view the whole garment and individual
22.	Skirt marker	A yardstick on a sturdy stand to use with pins or chalk
23.	Seam ripper	A pin-like tool with a small blade

LESSON VI

Hand Stitching

Pretest and Post Test

(Ask your teacher for directions.)

On scraps of fabric that the teacher will give you, prepare examples of the following hand stitches and explain where each hand stitch can be used by an alterationist.

1. Catch Stitch
2. Blind Stitch
3. Lock Stitch

LESSON VI

Hand Stitching

Introduction

"The proof of the pudding is in the eating," and the proof of skill in stitching is in the viewing. Hand stitching can be fun for almost everyone.

Concept

Hand stitching

Objective

You will first demonstrate the skills of threading a needle, tying a knot, and using a thimble. After viewing a transparency, studying a handout, watching a demonstration by your teacher, and examining examples of lock stitching, blind stitching, and catch stitching, you will practice these stitches until you feel secure to perform them for your teacher. You will show your teacher your hand stitching skills, and these skills will be checked according to standards set by her.

Learning Experiences

1. View the transparencies on threading a needle, using a thimble and hand stitches. Study the Information and Operation Sheets for Lesson VI, pages 41-46. Experiment in your own area; try, on scraps of fabric, to lock stitch, blind stitch, and catch stitch. Ask your teacher to check your stitches.
2. "Show and Tell." Your teacher or an experienced alterationist will show the proper way to lock stitch, blind stitch, and catch stitch. She will answer questions concerning these stitches. She will ask you to draw from her "Stitchology"

basket one hand stitch, name the stitch, and tell what type fabric it would best suit.

3. Read pages 469-473 in Steps in Clothing Skills. Ask your teacher or a classmate to discuss with you Steps in Blind Stitching for Right Handed Persons. Complete Things To Do 1, 2, 3, and 4 as directed on page 473.

LESSON VI

Hand Stitching

Information Sheet

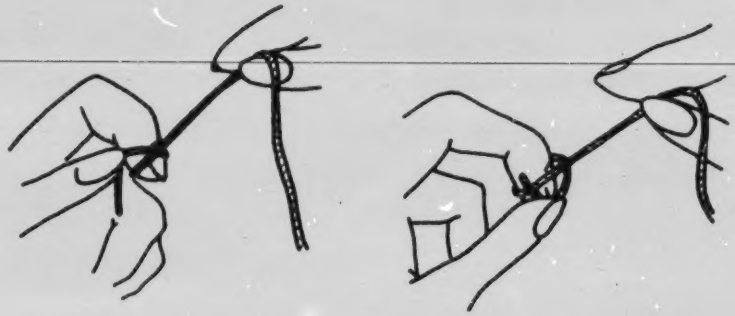
How to Thread a Needle

1. Have the correct size needle and thread.
2. Cut the thread a length convenient for sewing; usually this is about 18 inches, or the distance from your fingertips to your elbow.
3. Cut the end of the thread on a slant (below left). Pointed thread is easier to put through the eye of the needle.
4. Hold the needle in the left hand, between the thumb and first finger.
5. Hold the thread in the right hand; push it through the eye of the needle (below.)

How to Tie a Knot in the End of Thread

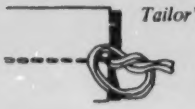
1. Wind the thread once or twice around the end of the first finger; hold the thread in place with the thumb.
2. Roll the thread tightly between the thumb and first finger until the loop is pushed off the end of the finger.
3. Pull the loop into a small knot at the end of the thread.

(See illustrations on the following pages.)



How to Tie a Tailor's (slip) Knot

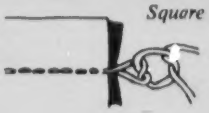
Hold bottom and top threads together and make a loop; put the ends of the thread through the loop. Hold the ends of the thread tightly and push the loop toward the fabric. Pull the ends of the thread opposite the fabric.



Tailor's Knot

How to Tie a Square Knot

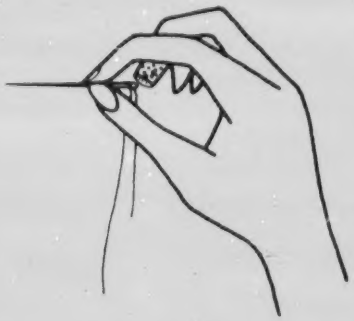
Loop bottom and top threads together and pull tightly against the fabric. Make a second loop of the top and bottom threads and pull tightly against the first loop.



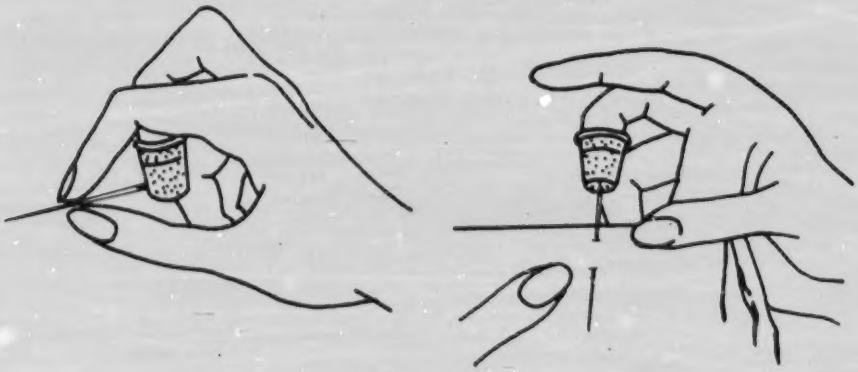
Square Knot

How to Use a Thimble

The thimble is worn on the second finger of the right hand and is used to direct and force the needle through the fabric. A thimble will prevent your finger from being roughened and sore and will enable you to sew better and faster. (See picture below.)



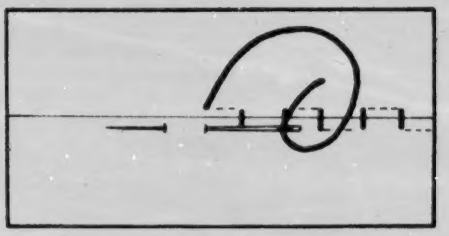
You will use the side of the thimble to push the needle for some kinds of sewing and the end of the thimble for other kinds. Look closely at the position of the fingers and the thumb in each picture below. Practice pushing the needle through material in both ways before you begin to sew. (See picture below.)



LESSON VI

Hand Stitching

Operation Sheet



Lock stitch

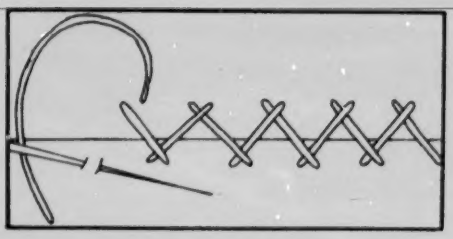
The lock stitch is used to repair and/or finish seams in order to prevent ripping of facings or interfacings.

Step 1. To make a lockstitch, begin by putting the needle in the garment 1/2 inch above the seam rip; make three or four small running stitches, from right to left, through the seam thickness. (These stitches will show on the outside of the seam.)

Step 2. After making three or four running stitches, bring the needle and thread to the outside of the seam.

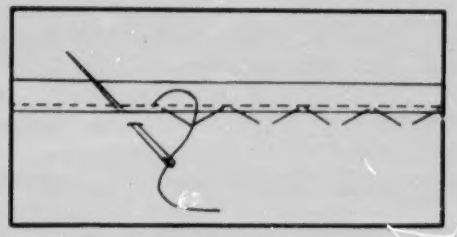
Step 3. Insert the needle the same distance from the seam and directly across from the present stitch.

Step 4. Continue this pattern of stitching until the seam has been repaired or finished.



Catch stitch

Insert the needle from left to right and cross threads with each stitch (shown above). Do not pull the stitches tight. The catch stitch may be used to hem flat or inside hems. This stitch works well on stretch fabrics because it will give with the fabric.



Blind stitch

One thread at a time is picked up in the garment, and the needle is brought up through the hem very close to the edge. The stitch is made from right to left. Blind stitching is used in hemming inside and flat hems.

LESSON VII

Hems and Hem Finishes

Introduction

What do you know about hems, except that any length today seems O.K. as long as it flatters you? An alterationist will probably find that she will alter many hems during her career. Let's play Sherlock Holmes and explore the wonders of hems and hem finishes.

Concept

Hems and hem finishes

Objective

You will be given fabric, plain seam binding, bias seam binding, bias hem facing, bias strips of lightweight fabric, hemming lace, a sewing needle, thread, and a sewing machine. Your teacher or an experienced alterationist will demonstrate for you methods of finishing hems using plain and bias seam binding, bias facings, and hemming lace. She will demonstrate the following hem finishes: stitched and overcast, stitched and pinked, and turned and stitched. You will watch demonstrations and practice and perform each hem finish according to standards set by your teacher.

Instructions

Complete the following learning experiences.

Learning experiences

1. Read and study the Operation Sheet and Information Sheets for Lesson VII, pages 49-54, Ask the teacher to demonstrate ways to mark hems, identify hem lengths, finish raw hem edges, ease fullness in a hem, and face a hem.

2. You have become an alterationist aide at the "Fashion Filly." This shop caters to females of all ages. Hems come down and go up - we aim to please each customer. The alterationist has been handed a work order that specifies the following hem finishes: plain seam binding, stitched and overcast, and stitched and pinked. The alterationist assigns the job of hem finishing to you. Practice the hem finishes explained in the Operation Sheet for Lesson VII. When you have finished your jobs, present them to your teacher for her evaluation.

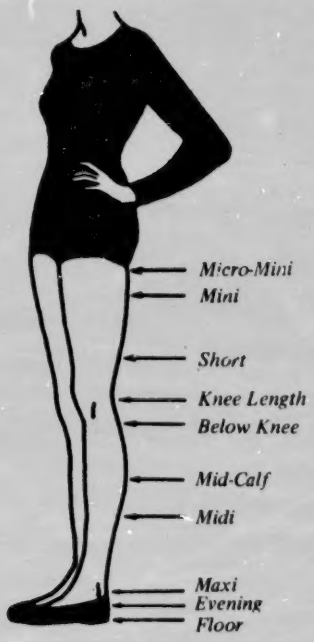
3. S.O.S. for an alterationist aide: Sue must have white pants lengthened 7/8 inch to wear tomorrow night. The pants are sheer polyester knit; they must be faced, and the hem must be invisible from the outside. Choose a piece of sheer polyester knit and the proper facing from the "Scraps and Things" box on your teacher's desk. Demonstrate the correct way to face Sue's pants. Ask your teacher to check your work. If she approves, you are ready for Lesson VIII.

LESSON VII

Hems and Hem Finishes

Information Sheet 1

Hemline lengths



The customer may choose one of the above skirt lengths.

Garments To Be Hemmed	Hem Depths
Blouses, ruffles, lingerie, extremely flared skirts	3/8"
Short sleeves, circular skirts	1"
Sleeves, jackets, pants, shorts, blouses	1 1/2"-2"
Average hem width for dresses, skirts, and coats	3"
Floor length garments	2"-4"
Full skirts in sheer fabrics	5"-10"

Points To Remember

1. The heavier the fabric or more flared the garment, the narrower the hem.
2. Keep customer height and hem depth in proportion-if tall, allow for a slightly deeper hem; if short, a narrower hem
3. Longer dresses usually need deeper hems.
4. Let bias skirt or garment hang 24 hours before making hem.

LESSON VII

Hems and Hem Finishes

Information Sheet 2

Marking Tools to Use when Marking Hems:

1. Ruler
2. Hem Marker
3. Hem gauge
4. Yardstick

Steps to Follow when Hemming a Garment:

1. Find customer's desired hem length.
2. Measure the desired hem length on the customer. Mark the hemline all around with a yardstick or hem marker to insure an even hemline.
3. Pin hem by placing the points of the pins about two inches apart toward the raw edge of the hem.
4. Measure proper hem depth with a ruler or a hem gauge and trim excess fabric.
5. Construct one of the hem finishes shown for Lesson VII.

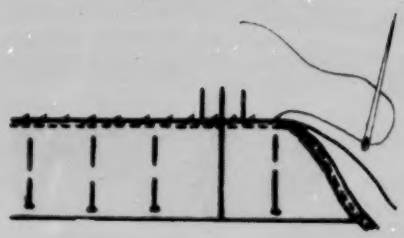
LESSON VII

Hems and Hem Finishes

Operation Sheet

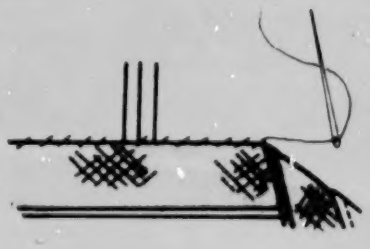
Turned and Stitched

Staystitch 1/4 inch from the raw edge. Then fold the fabric on the staystitching line and stitch 1/8 inch from the fold. Hand stitch hem edge to fabric.



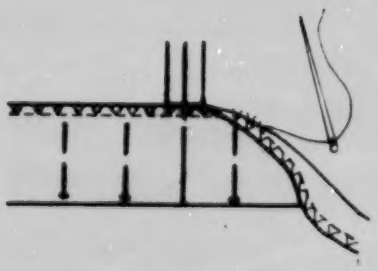
Faced

For facing, cut a 2" wide bias strip of lightweight fabric, use commercial bias hem facing, or use lace hem facing. Stitch facing to right side of the garment in a 1/4" seam, keeping raw edges even and turning in ends 1/4" to meet. Turn facing to inside along hemline; press. Turn under top raw edge 1/4" and sew to garment. Hand stitch facing edge to fabric to complete the hem.



Stitched and Overcast

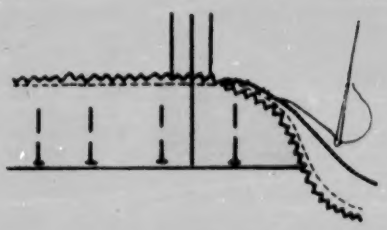
Stitch 1/4" from raw edge and machine or hand overcast. Turn back edge 1/4" and blind stitch to garment.



53

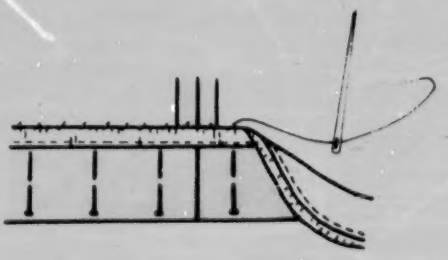
Stitched and Pinked

Stitch 1/4" from raw edge and trim with pinking or scalloping shears. Turn pinked edge back 1/4" and blind stitch to garment.



Seam Binding

On straight or slightly eased hems, lap seam binding 1/4 " over raw edge. Stitch 1/8 " from edge of seam binding. Overlap ends, turn under and sew hem to garment with a hemming stitch.



LESSON VIII

Types of Fasteners

Introduction

Snaps, hooks and eyes, zippers, and buttons are fasteners that may come unfastened from many garments. They also have to be removed from many garments when alterations are made. Alterationists have many fasteners to resew, and this lesson should help you learn the skill of resewing fasteners.

Concept

Fasteners

Objective

After studying information sheets, viewing transparencies, watching demonstrations by your teacher, and identifying properly sewn fasteners on four garments, you will practice the skills of sewing zippers, snaps, hooks and eyes, and buttons to fabric, and you will satisfactorily perform these skills according to the standards set by your teacher.

Learning experiences

1. Read and study Information and Operation Sheets for Lesson VIII, pages 57-70.
2. The "clothes basket" has items of clothing that need repairing. Choose an item that needs a round hook and eye replaced. Replace it by following the directions listed on the Information and Operation sheets. Check your own work; ask a classmate to check your work; then, ask your teacher to check your work.
3. Sue is going to a party. She found the top button on her blouse hanging by one thread. She needs to have the button

sewn on properly. Please ask your teacher for the blouse, resew the button, and leave it with your teacher. She will check your work and discuss her decision with you.

4. Ask your teacher for a box containing "scraps" and "snaps." Demonstrate your snap sewing skill by sewing the ball and the socket onto a piece of fabric. When you have completed the operation, ask your teacher to check it.

5. Reach once again into the "clothes basket." Find a garment that needs a zipper replaced. Read the Information Sheets for Lesson VIII. Ask your teacher to help you if you do not understand the Information Sheets. If you do understand the Information Sheets, read the Operation Sheets. Best wishes for a perfect zipper application. Show your zipper to your teacher. If you need help, she will help you. If you do not need help, you are ready to develop a new skill in the next lesson.

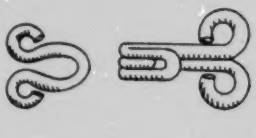
LESSON VIII

Types of Fasteners

Operation Sheet 1

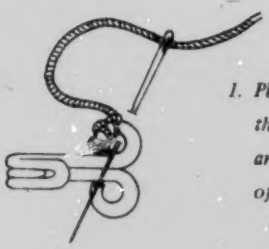
Correct Ways to Sew on Hooks and Eyes

Straight eye and hook

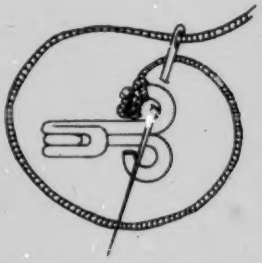


Round eye and hook

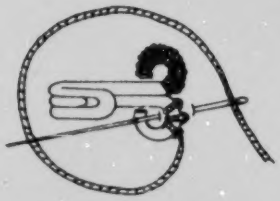
The following pictures will help you learn to sew on hooks and eyes.



1. *Place needle through fabric and one ring of hook.*

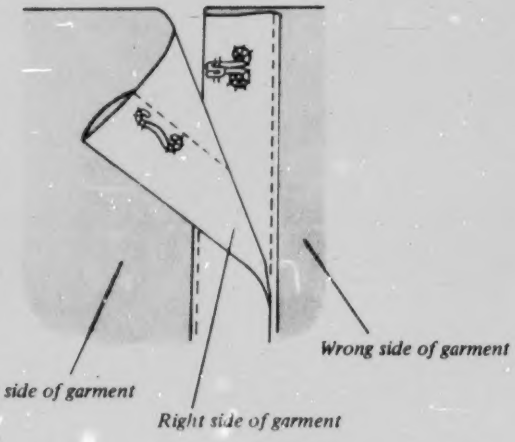


2. *Bring thread under point of needle as shown and pull tightly.*

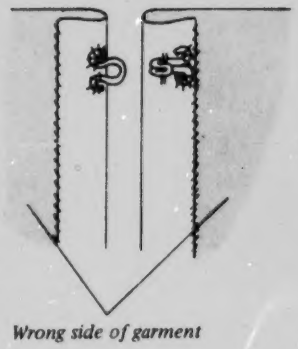


3. *Bring needle through bottom hole.*

4. *Take two or three stitches in bill of hook.*



Correct placement of straight eye and hook



Correct placement of round eye and hook

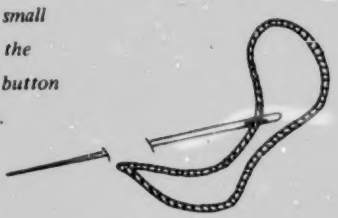
LESSON VIII

Types of Fasteners

Operation Sheet 2.

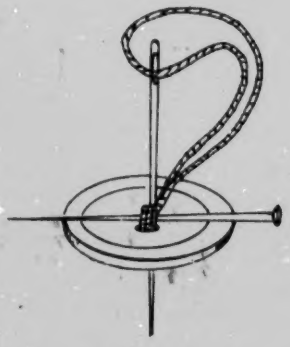
Correct Ways to Sew on Buttons

1. *Use double thread; take one or two small stitches to mark the place where the button is to be sewn on.*

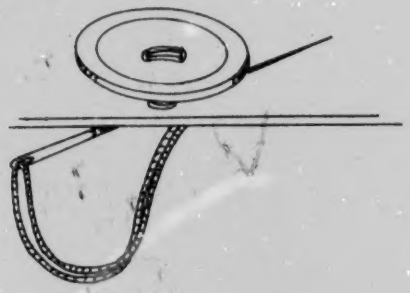


2. *Place the button over the marked spot; hold a pin across the top of the button and bring needle and thread up through a hole in the button; take a stitch over the pin and down into another hole in the button.*

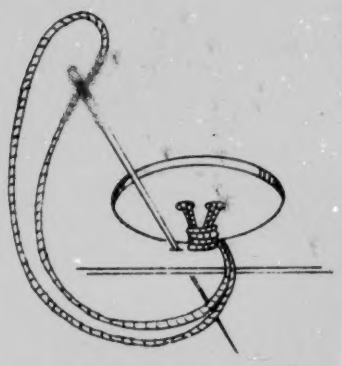
3. *Take several stitches over the pin and through the fabric. (A 4-hole button is sewed on in the same way as a 2-hole button.)*



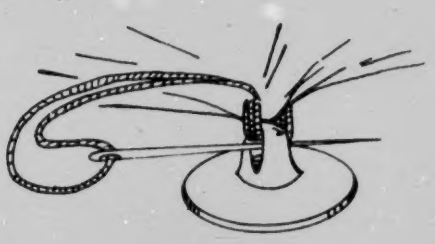
4. *Remove the pin and bring the needle and thread through the fabric.*



5. *Wind the thread around the thread under the button several times. Return the thread to the wrong side of the fabric and fasten it.*



For a button with a shank, take several stitches through the hole in the shank and through the fabric. Return the thread to the wrong side of the fabric and fasten it.



LESSON VIII

Types of Fasteners

Information Sheet 1

Sewing on Snaps

There is a time and place for everything, including fasteners for garments. Snaps, hooks and eyes, and buttons are items that we depend on to hold us together. Read the following information, look at the pictures, watch a snap sewing demonstration, and you will soon be skilled at attaching these fasteners.

Ball of the Snap

Socket of the Snap

To place the ball part of the snap:

The ball part of the snap should be placed on the under side of the part of the garment that overlaps.

To sew on the ball of the snap:

The edge of the snap should be about 1/4 inch from the edge of the garment opening.

Between the layers of fabric, place the knot of the thread where the snap is to be sewn.

Place the ball of the snap over the knot, with the ball side of the snap facing up.

Sew well in each hole around the edge of the snap; make 4 stitches per hole.

To place the socket part of the snap:

The socket part of the snap should be placed on the top of the garment underlap.

To sew the socket of the snap to the opposite underlap of the garment closing:

Mark the placement of the socket on the top of the garment underlap:

Close the opening to form a snug fitting closing.

Place the point of the needle through the center of the ball of the snap to mark the position of the socket on the underlap.

Or, rub chalk on the ball of the snap, and with the fingers firmly press the ball of the snap against the underlap.

Center a knot where the socket is to be sewn. (A knot may be made by making two small stitches in the spot where the fasteners will be sewn.)

Place the socket, with the hole up, over the knot or the stitches.

Sew overcast or buttonhole stitches in each hole around the edge of the socket. Sew at least four stitches per hole.

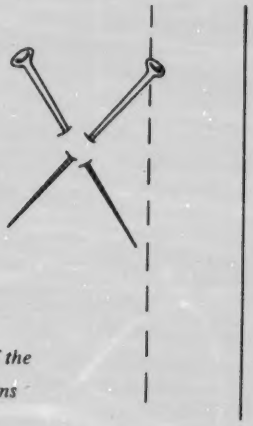
Tie the thread by sewing two or three stitches over each other or by tying a knot.

LESSON VIII

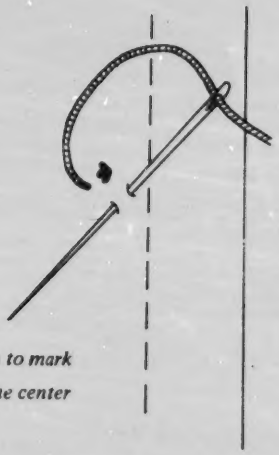
Types of Fasteners

Operation Sheet 3

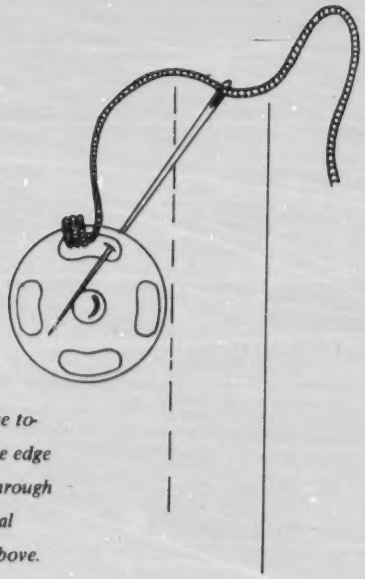
Correct Way to Sew on Snaps



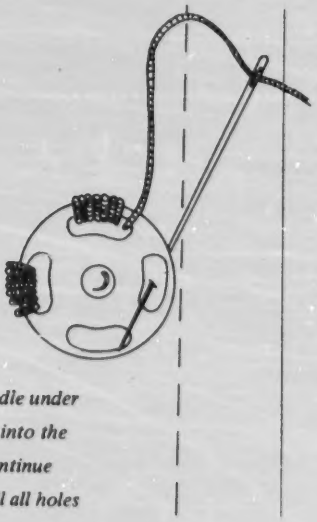
1. *Mark the location of the snap by using two pins as shown above.*



2. *Take small stitch to mark a spot to place the center of the snap.*



3. *Place stitches close together; go over the edge of the snap and through the material several times, as shown above.*



4. *Place the needle under the snap and into the next hole; continue stitching until all holes have been sewn. Fasten thread on the wrong side of the fabric, under snap, when the snap is securely attached to the garment.*

LESSON VIII

Types of Fasteners

Information Sheet 2

Replacing Zippers

An alterationist will replace zippers many times during her career. There are several kinds of zippers and several ways to sew them into openings in garments. A smart and easy way to learn to replace a zipper is to watch closely as you rip the old zipper from the garment. Replace the zipper by using the same method that was used by the manufacturer. Before you attempt to sew in the zipper, hold it in place in the opening and look carefully to see if you can discover each step that you need to take to replace it. You will learn several zipper application methods, and with practice you will be able to replace zippers that give the appearance of factory inserted zippers.

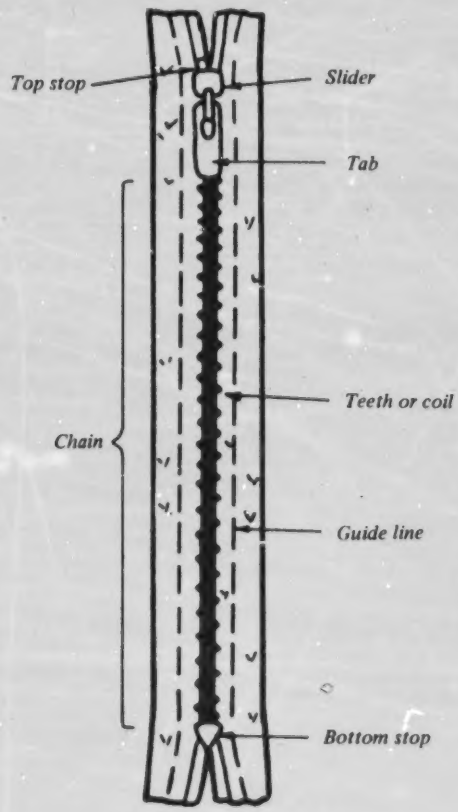
To better understand zippers and how to insert them, learn the following terms:

1. Slider - A piece of metal that slides up and down to open or close the teeth or the coil of a zipper
2. Teeth and/or Coil - Metal teeth or synthetic coil that form the chain of the zipper
3. Top stop - Metal bar on one side of the zipper tape to stop the slider
4. Bottom stop - Metal bar that covers the teeth or coil at the bottom of the zipper; it stops the slider.
5. Tab - Metal pull attached to the slider

6. Chain - Entire length of the metal teeth or synthetic coil

7. Tape - Fabric on which the zipper chain is attached

8. Guide line - Marks, usually a line of raised thread, to use as a guide to sew in a zipper



LESSON VIII

Types of Fasteners

Operation Sheet 4

Replacing Centered Application Zippers

I. Examine old zipper application. Do not remove a zipper until you find how the zipper was sewed in. Use the old folds and stitching lines after you remove the zipper.

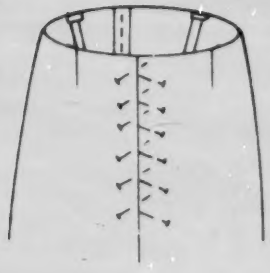
II. Remove old zipper. Rip stitches very carefully. A seam ripper or sewing scissors may be the safest ripping tools to rip out zippers. Ask your teacher to demonstrate a safe way to rip out a zipper.

III. Measure old zipper. Use a new zipper the size of the old zipper. Apply new zipper to opening.

IV. Replace center back or front opening zippers:

A. Machine baste the seam from which the old zipper was removed.

B. Close the zipper and place the right side of the zipper to the wrong side of the basted seam. Press seam open.



C. Center the teeth or coil of the zipper on the basted seam.

D. Pin the zipper in place. Place pins diagonally; begin pinning at the top of the zipper. Place pins about one inch apart on each side of the zipper, with the points of the pins toward the seam line.

E. Mark the bottom of the zipper by placing a pin just below the bottom stop.

F. Use a regular presser foot or attach a zipper foot to the machine.

G. Begin stitching from the top of the zipper, after opening the zipper about 1 1/2 inches to avoid passing the zipper tab.

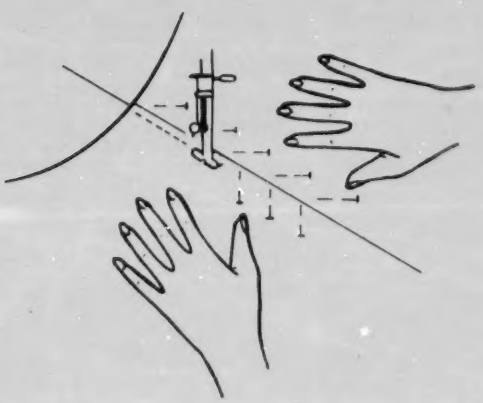
H. Stitch on old stitching line, or 1/4 to 1/2 inch from the seam. (The width will depend on the fabric, the garment, and the type zipper.)

I. Remove pins as the presser foot reachers them to prevent puckers in the fabric.

J. After stitching about 1 1/4 inches, lower the needle, raise the presser foot, and push the zipper tab to the top of the zipper.

K. Set the presser foot down and stitch to the bottom of the zipper. Leave the needle in the fabric, raise the presser foot, turn fabric, lower presser foot, stitch slowly, and count stitches to the seam line; count the same number of stitches from the seam line, leave needle in fabric, raise the presser foot, turn fabric, lower presser foot, and stitch toward top of the zipper.

L. About 1 1/2 inches below the top of the zipper, leave the needle in the fabric, raise the presser foot, and pull the tab to open the zipper about two inches. Lower the presser foot and stitch straight to the top of the zipper.



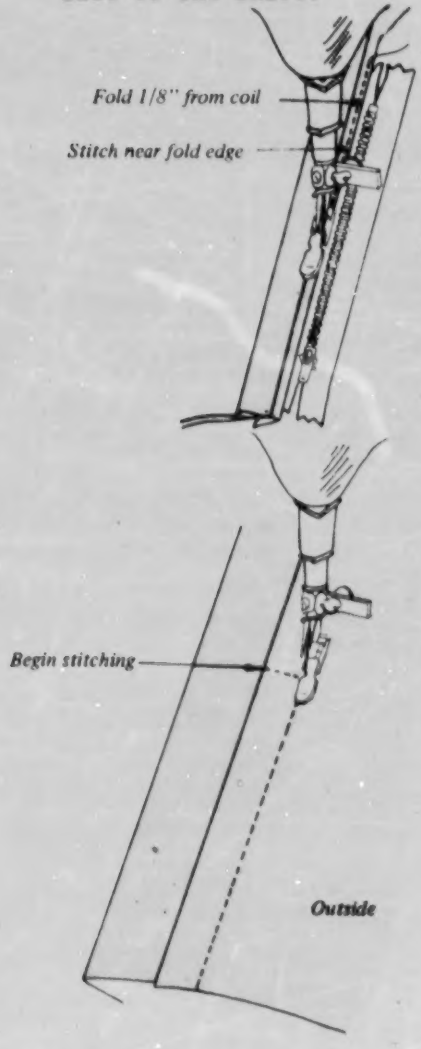
LESSON VIII

Types of Fasteners

Operation Sheet 5

Replacing Skirt Lapped Application Zippers

Steps I, II and III are the same as in the directions given in Operation Sheet 1, Replacing Centered Application Zippers. The following steps give directions for replacing skirt zippers that have been sewn in by the lapped method. Skirt side zippers are placed on the left side of the skirt.



A. Place original fold of back side of opening about 1/8 inch from the zipper teeth or coil. Pin zipper in place with points toward coil. Begin stitching at the bottom of the zipper and stitch as near as possible to the edge of the fold. Remove pins.

B. Lap front fold over zipper. This is called the overlap. Pin outer edge of fold to the stitching line. Place pins parallel to the zipper coil.

C. Place machine needle down at the seam at the bottom of the zipper. Follow the old stitching line, or sew across the zipper bottom; leave the needle in the fabric, and raise the presser foot; turn the skirt, lower the presser foot, and follow the old stitching line, or stitch about 1/2 inch from the fold.

D. Stitch toward the top of the zipper. Stop 1 inch before reaching the top. Remove one or two pins and slide the tab down at least 2 inches below the top. Replace pins. Stitch straight to the top of the zipper. Remove pins.

The lapped method can be applied to front or back dress and neck openings. The correct lap for the center back is left over right; for the center front it is right over left. Seam allowance must be at least 5/8 inches. If a seam is less than 5/8 inches, the seam allowance will not be caught in the stitching of the overlap.

LESSON IX

Fitting

Introduction

Fashions that fit! If customers know that the clothes they choose will dit and if they feel that a simple alteration or two will make them fit, you can bet your latest crush that they will buy over and over again. If you are on the alteration team, you may be assigned the task of fitting. We have information to help you become prepared.

Concept

Fitting

Objective

Given written sheets of information, a written and oral explanation of the tasks to be performed, a visual and oral explanation of two methods of "pinning to fit," and demonstrations of ways of "pinning to fit," you will accurately pin at least one garment ot fit a classmate. You will mark the wrong side with pins and/or chalk and will stitch the marked seam line. You will rip out any stitches that are not needed. Your teacher will evaluate your performance according to criteria set by the teacher and future employers.

Instructions

Ask your teacher for a pretest on fitting. Congratulations to you if you passed the pretest, and more power to you if you did not pass the pretest. Learning can be fun; let's prove it.

Learning experiences

1. Read and study the Information Sheet for Lesson IX, pages 73-75. Ask your teacher for help if you don't understand the information given.

2. Choose a classmate to be your customer. Pin one garment to fit her by the "hold-up" method. Work through the steps listed according to directions given on pages 73-74. Have the customer "try on" the garment and ask your teacher to evaluate your performance according to standards set by her and an employer.

LESSON IX

Fitting

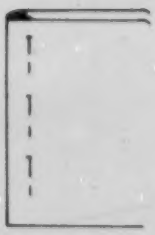
Information Sheet

Would you believe that wrinkles could ever be helpful? They are one of the best friends of an alterationist, because they lead your eye to the site of a needed alteration. An alterationist has many other helpful friends, such as pins, chalk, marking gauges, rulers, and tape measures. These friends aid the alterationist as she performs the following tasks:

1. Pins the needed correction to fit.
2. Marks the pinned line on the wrong side with pins, chalk, or thread.
3. Removes pins.
4. Rips necessary seams or stitches.
5. Re-pins new seam lines on wrong side.
6. Bastes, stitches, and presses new seam lines.
7. Completes related alterations.

Two Methods of "Pinning To Fit"

I. "Hold-up" Method: Hold up the fabric and pin it. Pins should be placed close together on the right side of the garment and in the same direction of the fold. The pins will serve as markers for the new line of stitching. The "hold-up" method is easily learned, and when correctly done, it results in a proper fit.



Step 1

"Pinning to fit" is done with the garment right side out, so all of the pins are on the right side. The corrected

or new seam line must be marked on the wrong side in order to have a line to follow when the machine stitching is done. The correction or new seam line marking can be transferred to the wrong side with pins, chalk, or thread markings.

To mark the wrong side with pins:

Step 2

1. Release only one layer of fabric as pins are removed and replace the pins on the top layer of fabric exactly as it was pinned while fitting the garment. (The teacher will demonstrate.)
2. Turn right sides of fabric together, using pins that show on the wrong side as markers.
3. Place pins in exactly these spots on the wrong side.

Step 3
A new seam line marked with pins

4. Reach to the right side and slip a pin out each time a pin is placed on the wrong side.
5. When all pins have been changed to the wrong side, follow the line of pins with machine stitching or mark a chalk line on line of pins; remove pins and stitch.
6. Remove each pin as the presser foot approaches it.
7. Stitch the length of the new seam line.
8. Rip out the stitching in the old seam line.

II. "Lap" Method: This is most useful when a seam line is not straight. One side of the seam should be lapped over the other and should be pinned flat. The pins should be placed

Lap one side over
the other and pin flat.

at right angles to the fold. Slip baste and fold from the right side. Remove pins. Slip stitch along the edge of the fold. The slip stitching will mark a new seam of stitching line on the wrong side. Machine stitch along marked line. Rip stitches from the original seam line.

LESSON X

Customer Work Records

Introduction

Customers are the power behind the throne. They are the future of every business, and they are the future of our jobs. Let's keep records on them. We don't want to lose our future.

Concept

Customer work records and work sheets

Objective

After studying three examples of customer work records and sheets, viewing transparencies, and listening to your teacher explain how to get the information needed to complete the forms, you will choose two individuals in your classroom as customers; you will complete one work record on one customer and one work sheet on the other. The completed sheets will be checked according to standards set by your teacher.

Instructions

You will complete the following learning experiences.

Learning experiences

1. Ask your teacher for 2 blank customer work records and 1 blank customer work sheet. Study the outline of each.
2. View the transparencies and listen to the explanation given by your teacher.
3. Choose two "classmate" customers. Complete one work sheet on one customer and one work record on another. Your teacher will evaluate your performance according to standards set by her.

LESSON XI

Dart Alterations

Introduction

There is an art to altering a dart. If this skill can be learned, many dollars can be earned. Good luck!

Concept

Dart alterations

Objective

Given pictures of ways to relocate and to alter darts; written information concerning kinds of darts and ways to relocate, alter, lengthen, or shorten them; oral instructions; and demonstrations by the teacher, you will alter one straight and one double-pointed dart. Your performance will be evaluated according to standards set by your teacher and an employer.

Instructions

Complete the following learning experiences.

Learning experiences

1. Study the Operation Sheet for Lesson XI, pages 81-83. Ask your teacher for help if you do not understand the information.
2. Practice on fabric and trace with a tracing wheel and tracing paper, straight darts and double-pointed darts. Practice drawing marks on fabric to lengthen and to shorten darts. Stitch and press the dart alterations and ask the teacher to evaluate your practice work.

3. Choose a "classmate customer." Relocate a straight dart by performing the five tasks listed on the operation sheet. Your teacher will evaluate your performance according to standards set by employers and her.

LESSON XI

Dart Alterations

Operation Sheet

Darts in clothing may have to be relocated, shortened, or lengthened. If darts have been trimmed, notched, or clipped too close to the stitching line, they cannot be altered.

Two kinds of darts:

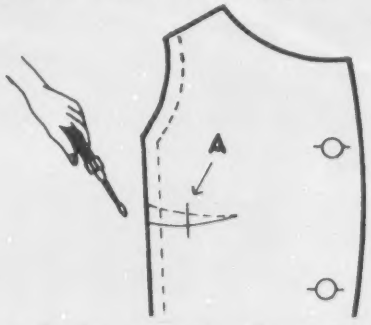
1. Straight or basic - tapers to a point at one end.
2. Double-pointed - tapers to a point at each end.

Altering Bust Darts

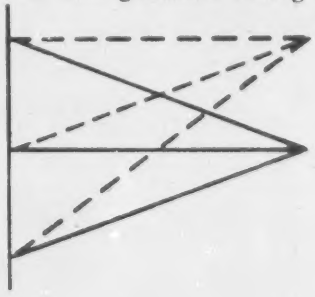
The alteration most often done for the bust dart is to move the point. The darts should point to the bustline. If it is too high or too low, the corrected will be marked on the garment by the fitter or alterationist.

Tasks to be Performed

1. Rip the stitching of the underarm seams and the darts (A).
2. Make a chalk mark at the new point of the dart. Draw lines from the beginning of the original dart at the underarm seamline to the new point.



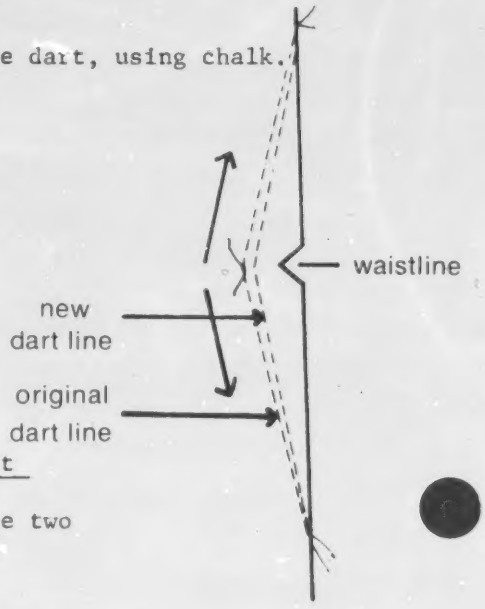
3. Stitch the new dart on the wrong side of the garment along drawn lines.
4. Press the dart.
5. Restitch the underarm seams.



Altering Double-Pointed Darts

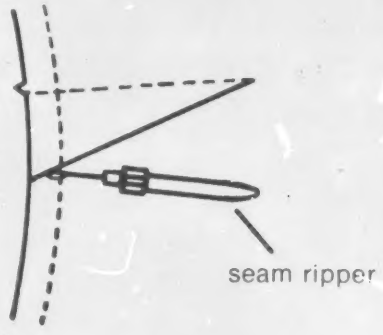
A double-pointed dart may be altered if the dart has not been clipped to the seamline, or if the widest part is not at the waistline. To relocate this type of dart follow these steps:

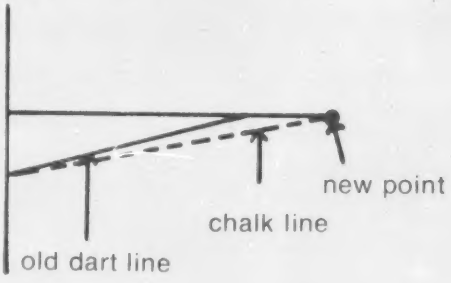
1. Mark the position of the waistline on the dart, using chalk.
2. If the width at the widest part of the dart is <u>greater</u> than 1 1/2 inches, the entire dart will have to be ripped. Draw new dart lines with chalk and find the widest part of the dart at the waistline. If the width is <u>less</u> than 1 1/2 inches, <u>redraw only the widest part of the dart</u> and stitch again, leaving the two points in their original positions. If the garment is fitted, change the side seams to match the relocated darts.



Lengthening Darts

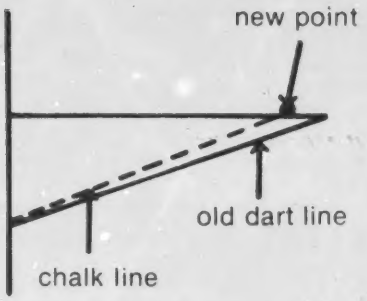
1. Rip the side seam in the dart area (to either lengthen or shorten the dart).
2. To <u>lengthen</u> a dart, draw a chalk line from the base of the dart to the new point. Stitch along the chalk line, being careful to taper the dart to <u>nothing</u> at the point to prevent a pucker at the end of the dart.





3. Press the dart.

4. Restitch the side seam.



Shortening Darts

1. To shorten a dart, mark the point at which the dart should end. Make a chalk line and stitch to the new point, following line.
2. Rip the original stitching which extends beyond the new point and below the new stitching line.

LESSON XII

Skirt and Dress Alterations

Introduction

Many changes need to be made on many dresses and skirts because people are built differently. When skills such as these are needed, future alterationists should be ready to learn them.

Concept

Simple skirt and dress alterations

Objective

After studying the Information and Operation Sheets for Lesson XII, you will have private conferences with your teacher and will perform tasks assigned by her. Your performance will be checked according to standards set by your teacher and future employers.

Instructions

Complete the following learning experiences.

Learning experiences

1. Study Operation Sheet 1 for Lesson XII, page 87 . Practice on paper the information given. Show your practice papers to your teacher.
2. View a transparency, Hip Line Alteration Directions and Chalk Alteration Symbols. Listen to your teacher explain the meanings of the directions and symbols. Ask questions and answer questions asked by her.
3. Study Operation Sheet 2 for Lesson XII. Ask your teacher for a conference to set a definite task assignment.

LESSON XII

Skirt and Dress Alterations

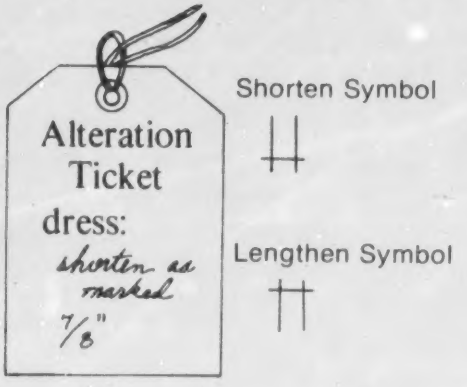
Operation Sheet 1

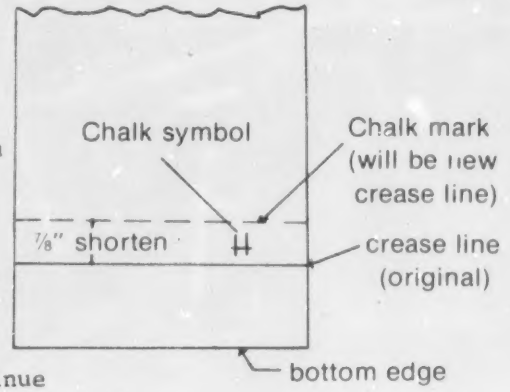
Lengthen or Shorten Dress or Skirt

Use proper sewing skills to make alterations in shortening or lengthening skirts or dresses.

When a dress or skirt is to be shortened, the following procedures may be followed:

1. Check the information on the tag with markings on the garment.
2. Observe and check carefully the method used in sewing the present hem; remove the stitches.
3. Lightly press the crease of the hem, leaving a slight crease line as a guide for marking the new hem. This makes marking easier and more accurate.
4. To <u>shorten</u> a skirt, measure from the crease line of the old hem the amount to be shortened and make a chalk mark <u>above</u> the old crease line (See figure). Continue to make these marks close to each other all around the skirt. The marks serve as a new crease line.





LESSON XII

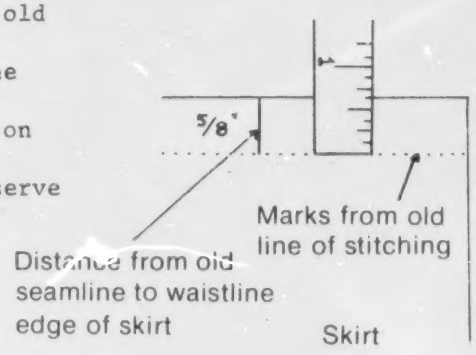
Skirt and Dress Alterations

Operation Sheet 2

Shorten or Lengthen Bodice

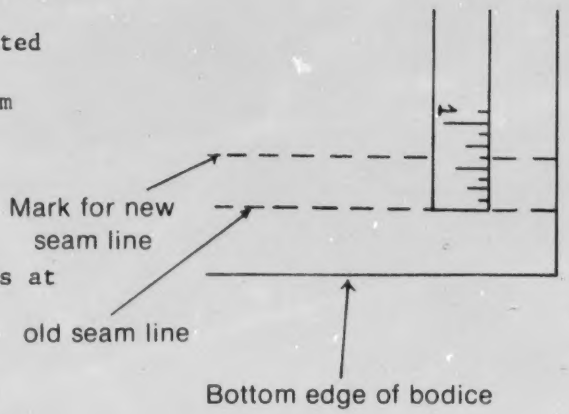
The instructions on the tag are important and must be checked with the markings on the garment before alterations are attempted. The following steps may be taken to shorten the bodice.

1. Measure the distance around the waistline of the garment; write it on the alteration tag. (When altering a pleated skirt, measure about one inch below the waistline and baste the pleats in position. The basting will hold them in place after the waistline seam has been ripped.)
2. Remove hooks, eyes, buttons, zippers, snaps, or belt loops, etc., which are on the waistline seam. Put them in a box, envelope, or another safe place.
3. Rip the waistline seam, and if there is a zipper, remove it.
4. Measure the distance from the old seamline to the top edge of the skirt; write the measurements on a piece of paper. This will serve as a guide when the seam is restitched.
5. Press the lower edge of the bodice to remove the crease. Do not press over the fitting marks. Pressing will remove the marks.

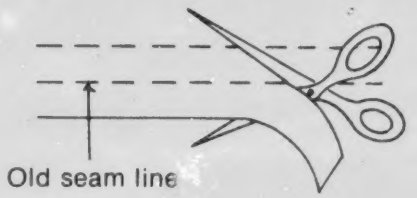


6. Find the measurement you listed in Step 4. Mark the new seam allowance on the bodice.

7. Trim away the fabric at the old line to prevent bulkiness at the waistline.



8. If there are belt loops, rip the side seam far enough to remove them. Replace belt loops in the side seams. (They should be in the same position on both sides of the garment.) Stitch loops in place. Restitch the side seams.



9. Pin the bodice and skirt together; make sure the side seams, all other seams, and darts match.

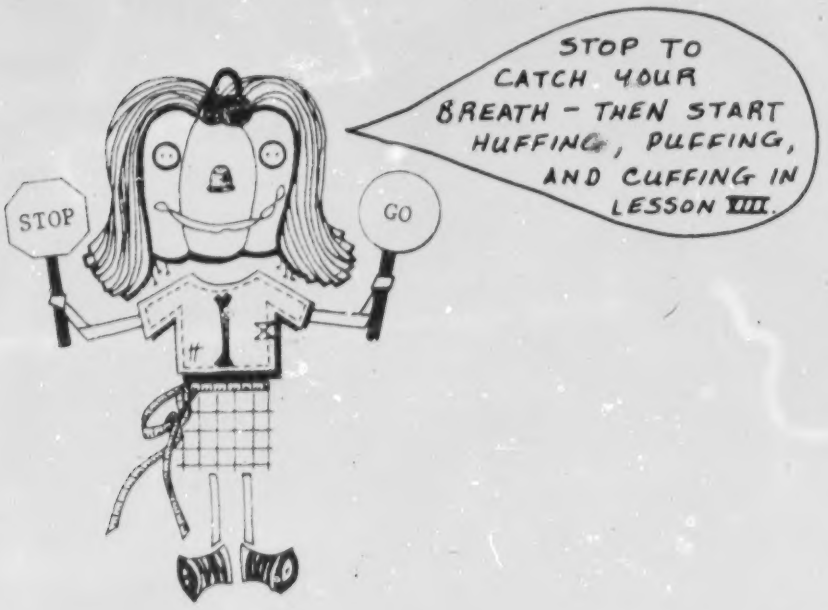
10. Stitch the waistline seam. A seam gauge may be used to keep the seam even in width.

11. Check to see that all seams meet and that the waistline side seam meets at the placket opening.

12. Measure around the waistline. Make sure that it is the same measurement as it was before the alteration was made.

13. Press the seam; replace the hooks, eyes, snaps, and/or zippers. (If skirt is pleated, remove basting.)

NOTE: After completing Steps 1, 2, and 3, the bodice may also be <u>lengthened</u> as much as the waistline seam will allow, usually about 1/4 inch. The final seam is bound or finished with an overcasting stitch to prevent raveling and weakening of the seam.



LESSON XIII

Cuffing

Introduction

Men, women, short legs, long legs, or in-between - they all wear pants. There must be pants to fit everyone, and alterationists must make sure points are the right length and that cuffed pants are cuffed properly.

Concept

Pants Cuffs

Objective

After being given information and operation sheets on cuffing pants, you will view transparencies and listen to an explanation of a simple way to properly cuff pants. You will practice this skill on paper and on scraps. Your teacher will check your work. When you have gained sufficient skills, you will cuff a pair of pants that you select from the "grab box." Your performance will be checked according to standards set by your teacher and an employer.

Instructions

Request a pretest. Complete it and the following learning experiences.

Learning experiences

1. Study the Operation Sheet for Lesson XIII, pages 95-96. Ask the teacher for help if you do not understand the directions.
2. After viewing transparencies and listening to explanations of each step in the process of cuffing pants, practice this by marking, pinning, and taping cuffs in place.
3. Ask your teacher for a conference to discuss a specific assignment to cuff pants.

LESSON XIII

Cuffing

Operation Sheet

Cuffing Pants

Pants are constructed with and without cuffs. They are made from permanent press and regular fabrics that require cleaning and pressing. The wishes of the customer and the type of fabric that the pants are made of will determine how the cuffs are altered. There are two general types of cuff alterations: (1) Regular cuff alterations and (2) Permanent-press cuff alterations.

To cuff pants:

1. Pick out the tack stitches at the side of the cuff and rip out the hem.
2. Unfold cuff.
3. Press out creases.
4. Turn and pin, wrong sides together, on desired length line (line 1) that has been marked with tailor's chalk or basting stitches.
5. Mark a line (line 2) 1 3/4 inches to 2 inches below the desired length line.
6. Mark another line (line 3) 1 3/4 inches to 2 inches below line 2.
7. Mark a line 1/2 to 5/8 inches below line 3 to form a single turn hem allowance. Trim away any leftover fabric.
8. Crease pants on line 2 by turning wrong sides of fabric together. Pin baste or hand baste 1/8 inch from the fold. (This forms the new edge of the cuff.) Press fold.

9. Baste on line 1 to hold lines 1 and 3 together.
10. Fold along line 3 and turn up to form cuff. Baste through all four layers of fabric about 1/2 inch from the fold. Press.
11. Turn the cuff down. Machine stitch on the wrong side of the pants leg, 1/4 inch from the cut edge of the hem.
12. Turn cuff up, as in step 10, remove bastings, and press. Tack the cuff to the leg by tacking the inside of the cuff to the leg at each side seam.

The procedure for altering cuffs on garments made from permanent press fabrics is slightly different from the procedure described above. Certain general limitations should be remembered when altering permanent press cuffs: (1) most pants cannot be shortened over two inches without tapering the pants legs on both seams, and (2) to lengthen and recuff permanent press pants, a false French cuff must be made.

Complete directions for altering permanent press cuffs can be obtained from your teacher.

LESSON XIV

Working Relationships

Introduction

How does it feel to know that you are soon going to be entering an almost new world? You will have many decisions to make; among these will be whether to be happy and enjoy working or whether to be a sad sack and make your co-workers miserable. Try to decide that you will make all of your co-workers, your bosses, and your customers like you, and see how quickly your whole working world becomes happy and cheerful.

Concept

Employer - Alterationist - Customer

Objective

After reading and discussing the handout Employer - Alterationist - Customer, listening to an employer and a customer explain their feelings conerning an alterationist's role at work, and interviewing another customer, you will demonstrate the proper way to greet, service and talk with a customer. Your performance will be checked according to standards set by your teacher.

Instructions

Complete the following learning experiences.

Learning experiences

1. Study the Information Sheet for Lesson XIV, pages 99-101. Discuss the information with a classmate.
2. Your teacher will choose a panel of three to discuss, answer questions, and present new and related information concerning employees' becoming assets to their places of employment.

Your teacher will act as moderator. If you are not chosen as a panel member, list in writing three questions to be answered by the panel. Give your teacher a copy of your questions. Listen and write the answers given by the panel.

3. Listen to an employer and a customer conduct a "cross question and answer period" concerning what they expect of an alterationist at work. List in writing three points with which you agreed.

4. Interview one person (any age, sex, or race) to obtain the answer to the following phrase: "Things I may discover if I walk 24 hours in someone else's shoes." Ask your teacher for a list of suggested questions to help you interview the person.

5. Debate the following statement:
   I think that the motto of an alterationist should be: "Treat others as you would like for others to treat you."
   Your teacher may ask you to draw slips of paper from a box on her desk. The slips will have "for" or "against" written on them. The slip you draw will decide which side of the debate you will be on. Your teacher may ask you to be one of the judges to listen to the debate and to help decide which side wins. Ask her for instructions.

6. Role play the proper way to approach, service, and talk with a customer when she comes for alteration services. Request the help of one or more classmates to aid you in performing this role.

LESSON XIV

Working Relationships

Information Sheet

Employer - Alterationist - Customer

The three most important people in your world of work will be your employer, your customer, and yourself. The attitude that each of you have toward the other will make your work experience pleasant or unpleasant. If you have a desire to succeed, you will succeed. Take a look at yourself - are you willing to go the extra mile, perform extra duties, or accept responsibility that should really be given to another employee? If the answers to these questions are yes, you are well on your way to success.

Your employer, your customer, and you have different roles and responsibilities which need to be understood by all of you. They are as follows:

Responsibilities of an Employer

1. To select, employ, and release employees.
2. To pay employees' salaries.
3. To finance all business stock or supplies.
4. To finance all advertising.
5. To establish a reputable business.
6. To provide leadership for employees.
7. To recognize strengths and weaknesses of employees.
8. To build confidence and trust in the customers.
9. To show appreciation for earnest efforts of employees and for continued patronage by customers.

10. To provide as comfortable and safe work environment as possible.
11. To present an image of stability, honesty, and trustworthiness.
12. To establish and maintain a good living and working relationship among the employees.

Responsibilities of the Customer

1. To show respect for employees, service, and merchandise while shopping.
2. To pay debts made according to the contract or understanding made with the business manager.

Responsibilities of the Employee

1. To show a positive or good attitude toward work.
2. To be loyal to the employer and the job.
3. To cheerfully serve each customer.
4. To prove to employers and customers that one can be trusted.
5. To work as competently as possible.
6. To accept new responsibilities as the need arises.
7. To continually strive to improve personality.
8. To be well-groomed at all times.
9. To establish good public relations with each customer.
10. To remember that the customer is always right until the "boss" decides that he is wrong.

Daily Duties of an Alterationist

1. Prepare alteration equipment and area for use.
2. Approach, greet, and perform fitting and alterations needed by customers.
3. Use specific sewing skills each day.

4. Work cooperatively with customers.

5. Clean alteration equipment and area.

6. Record all work started and/or completed.

7. Strive to please customers by having a cheerful personality and performing alteration skills that are satisfactory.

JAN 2 0 1975

Teacher Manual

ED105127

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE-
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

"Sew,"

you're an

Alterationist

CE003380(A)

ED105127

"SEW" YOU'RE AN ALTERATIONIST

Teacher Manual

Compiled by
Louie E. Kemp
Instructional Materials Specialist
Home Economics

Published by

Division of Vocational and Technical Education
State Department of Education
Jackson, Mississippi

Research and Curriculum Unit for Vocational and Technical Education
College of Education
Mississippi State University
Mississippi State, Mississippi

Home Economics Publication Number 6018

1974

Mississippi State University does not discriminate on the grounds of race, color, national origin, religion, or sex.

TABLE OF CONTENTS

	Page
INSTRUCTIONS TO THE TEACHER	1
TEACHER SECTION INTRODUCTION	5
LESSON I - The Sewing Machine	
Pretest and Post Test	11
Pretest and Post Test Key	13
Sewing Machine Operator License	15
LESSON III - Basic Markings and Symbols	
Pretest and Post Test	17
LESSON IV - Alteration Tags and Tickets	
Pretest and Post Test	19
LESSON V - Terms Used by Alterationists	
Pretest and Post Test	21
LESSON IX - Fitting	
Pretest and Post Test	23
Pretest and Post Test Key	25
LESSON X - Customer Work Records	
Operation Sheet 1	27
Operation Sheet 2	29
Operation Sheet 3	31
LESSON XII- Skirt and Dress Alterations	
Information Sheet	33
LESSON XIII - Cuffing	
Pretest and Post Test	35
Pretest and Post Test Key, Information Sheet	37
LESSON XIV - Working Relationships	
Operation Sheet	39
APPENDIX A	41
APPENDIX B	43
APPENDIX C	47

HOME ECONOMICS RELATED OCCUPATION

LEARNING PACKAGE

Identification Page

Title:	"Sew You're an Alterationist
Subject:	Clothing Services
Performance Level:	Apprentice Alterationist
Purpose:	This package is designed to aid the student in developing competencies needed to become employable as an apprentice alterationist.
Producer:	Louie Kemp Research and Curriculum Unit Drawer DX Mississippi State, MS 39762
Artist Illustrator:	Donna Breckenridge
Date:	1974

INSTRUCTIONS TO THE TEACHER

I. Instructional Approach

The student section of this learning package will utilize a quasi-discovery approach. The student will be provided with factual information but will also be allowed and encouraged to explore and to use new and varied learning media and materials. This approach will aid the student in developing competencies needed to become employable as an alterationist aid or alterationist assistant. (See Appendix A, page 41.)

II. Identification of Learners

This learning package is constructed for the person who is preparing to enter the world of work with salable, basic alteration skills.

III. Special Instructions

A. Equipment needed

Sewing machines, overhead projector, filmstrip projector, tape player, thread, bobbin, bobbin case, tracing wheel, machine needles, tailors' chalk, seam ripper, and scissors.

B. Materials needed

1. Books:

Opportunities in Clothing, McDermitt, Irene E., and Norris, Jean L., Peoria, Illinois: Chas A. Bennett Co., Inc., 1968.

Steps In Clothing Skills, Dunn, Lucille, Bailey, Annetta; and Vansickle, Wanda. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1970.

Ready Set Sew, Perry, Patricia. Altoona, Pennsylvania: Butterick Fashion Marketing Co., 1971.

Teen Guide to Home-Making, Barclay, Marion S. and Champion, Francis. Dallas, Texas: McGraw-Hill Book Co., 1961.

2. Bulletin boards:

Target-Alterations

It's Time for Stitchometry

(See Appendix C, pages 47-51.)

C. Instruction sheets needed

1. Pretest, self test, post test and answer keys. Some information sheets serve as answer keys.

2. Information and operation sheets to aid the students in attaining each objective.

D. Media needed

1. Transparency Masters

a. Symbols and markings
b. Alteration ticket
c. Hand stitches
d. Machine head
e. Sewing on buttons
f. Sewing on snaps
g. Sewing on hooks and eyes
h. Dart alterations
i. Cuffing
j. Simple skirt and dress alterations

2. Tapes

It is suggested that key readings and instructions be taped and be made available to students who prefer them or who will learn more effectively by listening.

IV. Instructions for Evaluation

Three instruments for evaluation are included in this package. They are a pretest, a self test, and a post test. The pretest will assess the present knowledge and skills possessed by the s nt; the self test will allow the student to become aware of his knowledge and skill development. The post test should identify competencies developed by the student following his learning experiences.

V. Suggested Instructional Procedure

1. Read to the students the introduction and the learning objectives in the student section.

2. Explain to the students that the pretest will be administered to assess their knowledge of alteration skills. Remind the students that they will not write on the sample pretest in the learning package, and that they will not get a grade on the pretest. Copies of the Pretests, Information Sheets, and Operation Sheets which are to be duplicated for student use are included in the Teacher's Manual only. (LESSON No. I, III, IV, V, IX, X, XII, XIII, and XIV)

3. Following the pretest, the students will begin Lesson I. The component and the objectives explain what they will learn. The instructions direct them to the learning experiences and explain the number of learning experiences they must successfully complete before attempting Lesson II. This procedure is repeated for most lessons. There are lessons that do not require a pretest. (LESSONS No. VII, VIII, and XI)

4. Follow the same procedure through the remaining lessons.

5. When the students have satisfactorily completed their last learning experience and feel that they are ready for a final test, instruct them to ask the teacher for a post test. The pretest, self test and post test are the same, but are given at different intervals. A grade should be given on the post test.

6. Identify the equipment, materials, and media that will be needed by the students and point out the locations of these available supplies. Students should ask to use the supplies and request assistance if needed.

7. Show and explain to the students the method of obtaining and replacing individualized learning packages in the file. The following is a suggested method of filing.

   a. Each learning package will be kept in a manila folder. Each folder will have a number and the name of the learning package written on it.

   b. The folders containing the learning packages will be kept in a file drawer or a box on a table beside the teacher's desk.

   c. When the student comes to class, she should get a manila folder that contains a number that has been assigned to her and a learning package in which she will work. This

folder will be taken from the file drawer or box. At the end of the period, she will replace the folder and the learning package in the same file drawer or box. She will not take the learning package out of the classroom.

8. Instruct the students not to write on or in the package. Tests or any other written assignment sheets should be made available to the students upon request. An adequate supply of work sheets should be available when students begin the package.

"SEW" YOU'RE AN ALTERATIONIST

TEACHER SECTION

I. STATEMENT OF PURPOSE

A. Concept

The student will develop clothing construction and fitting knowledge and skills necessary to perform at varying competence levels as an alteration worker. (See Appendix B, pages 43-45.)

B. Components

1. Identify parts, operate, and maintain a sewing machine.
2. Identify and operate tools for measuring, marking, ripping, cutting, basting, sewing, and pressing; follow safety rules for sewing.
3. Identify and interpret symbols and markings that indicate specific alteration directions.
4. Prepare and interpret an alteration ticket.
5. Define and explain alteration terms.
6. Perform basic handstitches needed for alterations.
7. Perform specific specialized techniques in finishing hems.
8. Demonstrate skills in sewing fasteners to garments.
9. Demonstrate skills in fitting simple garments.
10. Prepare and interpret a customer work sheet and a customer work record.
11. Demonstrate skills in altering and relocating darts.
12. Demonstrate skills in simple skirt and dress alterations.
13. Demonstrate skills in cuffing pants.
14. Demonstrate desirable methods of approaching, greeting and working with customers.

II. INSTRUCTIONAL OBJECTIVES

A. Lesson I: Given a sewing machine, machine needle, bobbin, thread, lined paper, and fabric, the student will identify the machine parts, properly insert the needle, thread the head of the machine, thread the bobbin, insert the bobbin in the bobbin case, and demonstrate the operation of the sewing machine according to the criteria established by the teacher.

B. Lesson II: Given a treasure chest of tools, the student will identify and demonstrate the use of each measuring, marking, ripping, basting, cutting, sewing and pressing tool in the chest and will be evaluated according to the criteria established by the teacher.

C. Lesson III: Given examples of alteration symbols and markings, the student will identify them and orally explain and demonstrate making symbols and markings for shortening, lengthening, new crease lines, original crease lines, new hem edges, new seam lines, and new dart lines according to criteria established by the teacher.

D. Lesson IV: After viewing an alteration tag and ticket and listening to an explanation of the information needed on the tag and ticket, the student will correctly prepare an alteration tag and ticket according to standards set by the teacher.

E. Lesson V: Given a written list of words and terms used by alterationists and an explanation of their meanings, the student will orally define terms that are commonly used by alteration workers and will interpret the meaning of each word defined by

using it appropriately in conversation in a role play, by a panel discussion with peers, or by orally answering questions presented by the teacher. The correct definition and the appropriate use of the words will be determined by criteria established by the teacher.

F. Lesson VI: After viewing transparencies, studying instruction sheets, examining samples of handstitching, and watching a demonstration of handstitching by an experienced alterationist, the student will practice the skills of blind stitching, catch stitching, and lock stitching and will satisfactorily perform acceptable stitches according to criteria set by the teacher.

G. Lesson VII: Given a sewing machine, plain seam binding, hemming lace, bias hem facing, bias strips, and thread and needle, the student will demonstrate the proper procedure as outlined and demonstrated by the teacher for stitched and pinked, turned and stitched, and stitched and overcast hem finishes and will be evaluated according to standards set by the teacher.

H. Lesson VIII: After studying information sheets, viewing transparencies, watching demonstrations by the teacher, and identifying properly sewn fasteners on four garments, the student will practice the skill of sewing zippers, snaps, hooks and eyes, and buttons to fabric and will satisfactorily perform these skills according to standards established by the teacher.

I. Lesson IX: Given written sheets of information, a written and oral explanation of the tasks to be performed, a visual and oral explanation of two methods of "pinning to fit," and demonstrations

of methods of "pinning to fit," the student will perform the following tasks: accurately pin at least one garment to fit a classmate, mark the wrong side with pins and/or chalk, stitch the marked seam line, and rip out any stitches that are not needed. The teacher will evaluate the student's performance according to criteria set by the teacher and future employers.

J. Lesson X: Given a blank customer work sheet, a customer work record, and a visual and oral explanation of the two forms by the teacher, the student will satisfactorily complete in writing one customer work sheet and one customer work record according to criteria established by the teacher.

K. Lesson XI: Given pictures and written information concerning kinds of darts and ways to relocate, alter, lengthen, or shorten darts and oral instructions and demonstrations by the teacher, the student will alter one straight and one double-pointed dart. The student's performance will be evaluated according to standards set by the teacher and an employer.

L. Lesson XII: After watching the teacher demonstrate the tools, symbols, and markings needed and the correct way to mark, cut, baste, and sew, the student will shorten a hemline, shorten a bodice, and perform a hipline alteration by following directions given by the teacher. The student will judge one classmate's finished operations using a checklist given by the teacher. The teacher will check the student's finished operations by the same checklist.

M. Lesson XIII: After reading information and operation sheets on cuffing pants, the student will view transparencies and listen to an explanation of a simple way to properly cuff pants and will practice this skill on paper and on scraps. When the student has gained sufficient competence, she will cuff a pair of pants that she selects from the "grab box." The student's performance will be evaluated according to criteria set by the teacher and an employer.

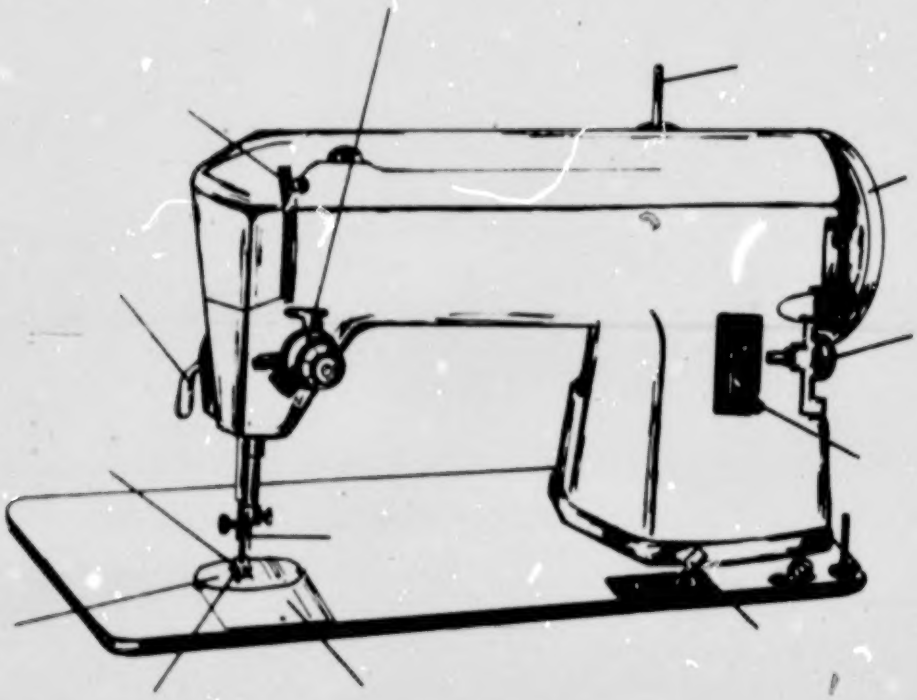
N. Lesson XIV: After listening to resource people, observing demonstrations by the teacher, and participating in role plays, interviews, and panel discussions, the student will demonstrate desirable methods of approaching, greeting, and working with customers who are in need of alteration services. The demonstration will be assessed according to standards established by the teacher.

LESSON I

The Sewing Machine

Pretest and Post Test

1. List in writing, on the lines in the drawing below, the names of the parts of the sewing machine.



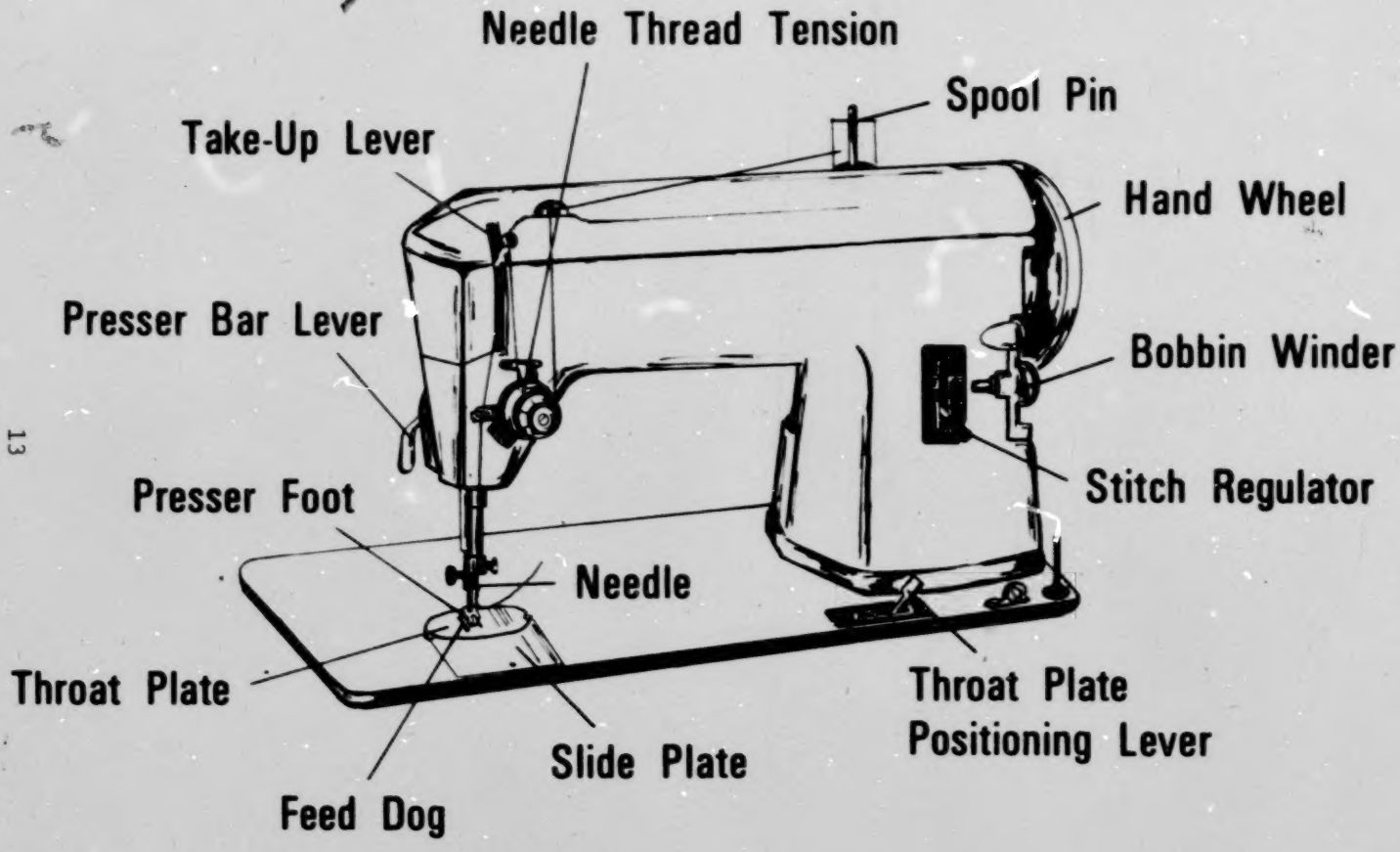
2. You will perform the following tasks for the teacher according to standards set by the teacher:

   a. Thread the machine properly.
   b. Wind the bobbin properly.
   c. Insert the bobbin in the bobbin case.
   d. Replace the needle properly.
   e. Remove and replace the presser foot properly.
   f. Remove and replace the throat plate properly.
   g. Remove and replace the foot control properly.
   h. Sew a straight seam using the 5/8 inch guide on the bed of the machine as a guide.

i. Reverse the stitches at the beginning and end of a seam.
j. Regulate speed to a smooth, steady rhythm.
k. Regulate stitch length.
l. Join bobbin thread with needle thread.
m. Adjust presser foot pressure.

If your pretest score was satisfactory and was approved by the teacher, you have been given the green light to (GO). You may skip Lesson number I. Begin Lesson II.

If your pretest score was <u>not</u> satisfactory and was not approved by the teacher, you have been given the red light to (STOP). Complete the four following learning experiences. Have fun!



Courtesy of:
Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074.

SEWING MACHINE OPERATOR LICENSE

Name _____

Date _____

This is to certify that _____ has successfully accomplished the following tasks:

_____ 1. Name and identify the parts of the sewing machine.
_____ 2. Thread the machine properly.
_____ 3. Thread the bobbin properly.
_____ 4. Insert the bobbin in the bobbin case.
_____ 5. Replace the needle properly.
_____ 6. Remove and replace the presser foot properly.
_____ 7. Remove and replace the throat plate properly.
_____ 8. Remove and replace the foot control properly.
_____ 9. Sew a straight seam using the 5/8 inch guide on the bed of the machine as a guide.
_____ 10. Reverse the stitches at the beginning and the end of a seam.
_____ 11. Regulate speed to a smooth, steady rhythm.
_____ 12. Regulate stitch length.
_____ 13. Join bobbin thread with needle thread.
_____ 14. Adjust presser foot pressure.

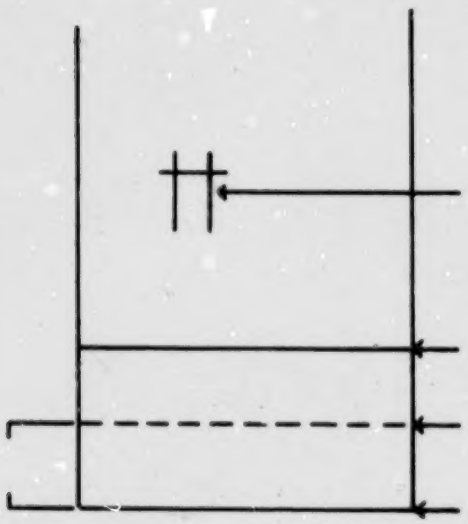
Signed _____
Home Economics Teacher

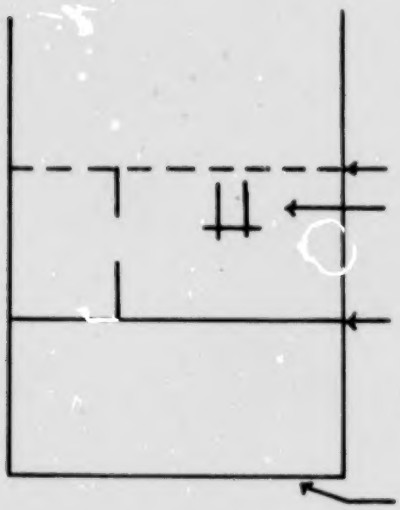
To insert needle - The long groove of the needle goes in the direction of the last thread guide.

LESSON III

Basic Markings and Symbols

Pretest and Post Test



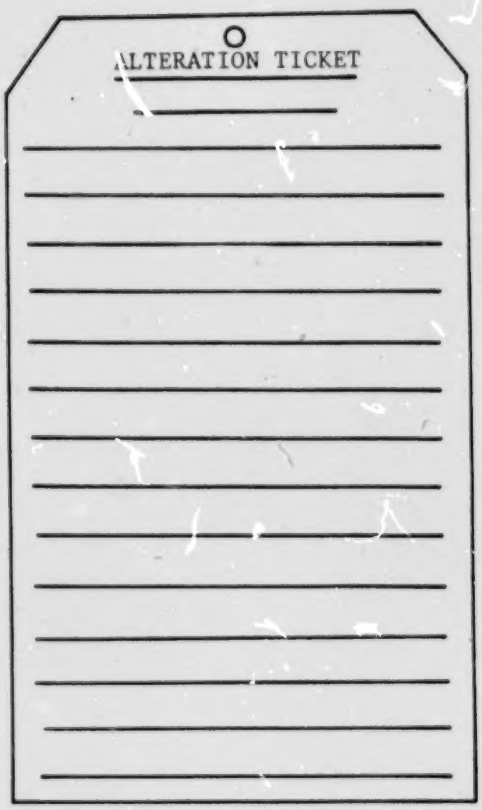


LESSON IV

Alteration Tags and Tickets

Pretest and Post Test

List the information that should be included on an alteration ticket and on an alteration tag. Use the examples below to write your answers.



LESSON V

Terms Used by Alterationists

Pretest and Post Test

Terms - Orally explain the meaning of these terms to the teacher

1. Alteration tools
2. Sewing gauge
3. Ruler
4. Tape measure
5. Scissors
6. Shears
7. Pin cushions
8. Thread
9. Tracing wheel
10. Tracing paper
11. Pins
12. Thimble
13. Hand needle
14. Marking pencil
15. Beeswax
16. Yardstick
17. Spray and dry steam iron
18. Ironing board
19. Sewing machine
20. Press cloth
21. Full length mirror
22. Skirt marker
23. Seam ripper

LESSON IX

Fitting

Pretest and Post Test

1. List two methods of fitting.

   A.

   B.

2. List the steps in completing method A.

LESSON IX

Fitting

Pretest and Post Test Key

1. List two methods of fitting.

   A. "Hold up" Method

   B. "Lap" Method

2. List the steps in completing Method A.

   1. Pin all pins on the right side to form a marking line on the wrong side.

   2. Release and replace pins from right to wrong side.

   3. Mark the wrong side with pins and/or chalk.

   4. Stitch the marked line.

   5. Rip out old stitching.

LESSON X

Customer Work Records

Operation Sheet 1

CUSTOMER WORK RECORD

CUSTOMER'S NAME ADDRESS & PHONE NUMBER	CUSTOMER'S MEASUREMENTS	ALTERATIONS NEEDED	COST
REMARKS:			

LESSON X

Customer Work Records

Operation Sheet #2

CUSTOMER WORK RECORD

CUSTOMER'S NAME _____ PHONE _____

ADDRESS _____

JOB NUMBER _____

JOB RECEIVED _____

(Description) (Date)

MATERIALS SUPPLIED _____ COST $ _____

_____ $ _____

_____ $ _____

TOTAL HOURS WORKED _____ $ _____

TOTAL $ _____

BILL RENDERED _____ $ _____

(Date) (Amount)

PAID _____ $ _____

(Date) (Amount)

LESSON X

Customer Work Records

Operation Sheet 3

CUSTOMER WORK SHEET

NAME _____ DATE _____

ADDRESS: (Home) _____

(Business) _____

PHONE: (Home) _____ (Business) _____

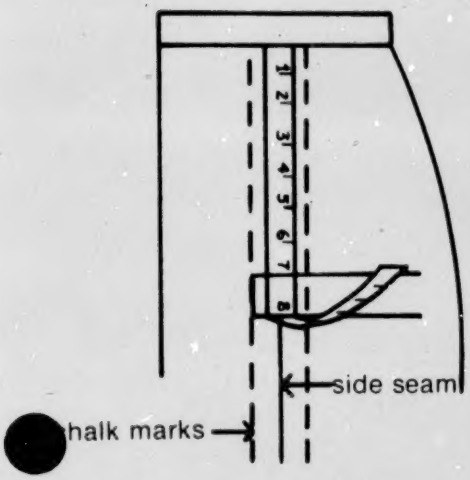
LOCATION	MEASUREMENTS	ADJUSTMENTS + or -	FINISHED GARMENT
Bust (fullest part)			
Above bust at armhole			
One inch below bust			
Waist			
Back waist lenght			
Front waist length			
Dress length			
Skirt front length			
Skirt back length			
Sleeve length			
Shoulder to elbow			
Elbow to waist			
Around upper arm			
Around lower arm			
Around waist			
Hemline to floor			
Dart adjustment			
Bust			
Waist			
Skirt			

LESSON XII

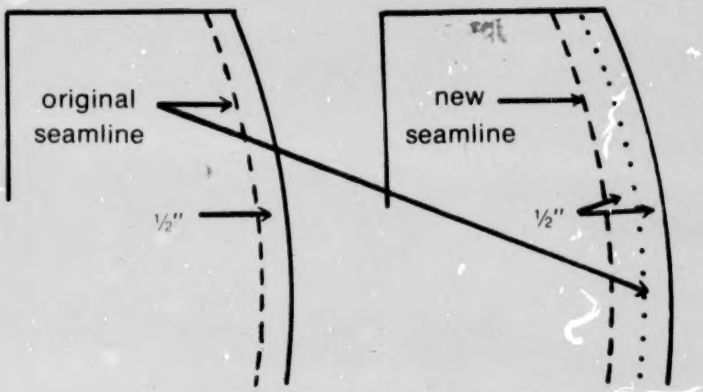
Skirt and Dress Alterations

Information Sheet

Hip Line Alteration Directions



SIDE VIEW

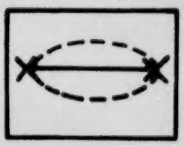


FRONT VIEW

Chalk Alteration Symbols

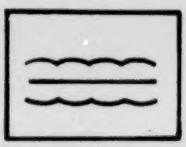
Let out space between

Take in one side only

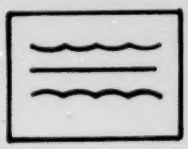


Take in space between

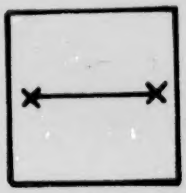
One side only to be altered



Shrink by pressing or drawing in



Stretch by pressing

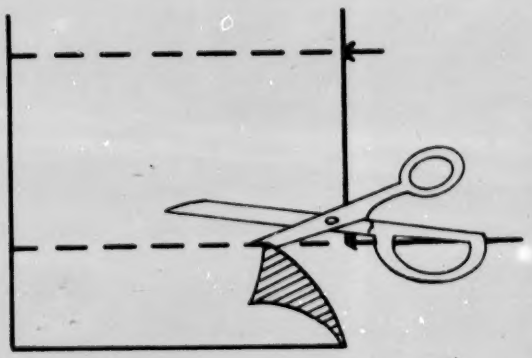


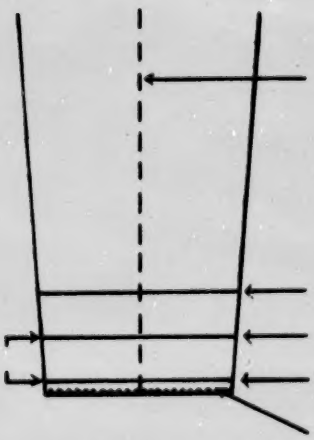
Space to be altered

LESSON XIII

Cuffing

Pretest and Post Test



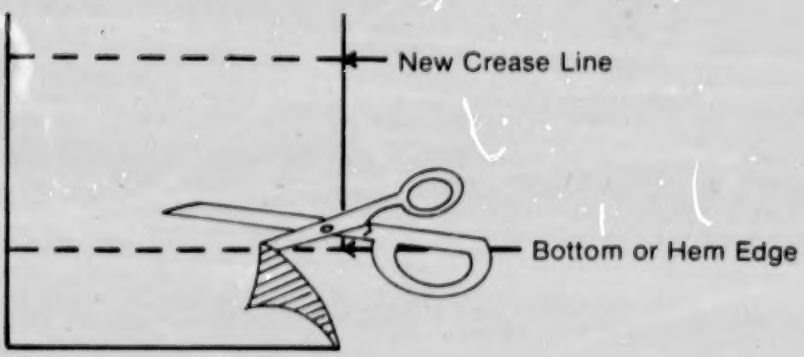


LESSON XIII

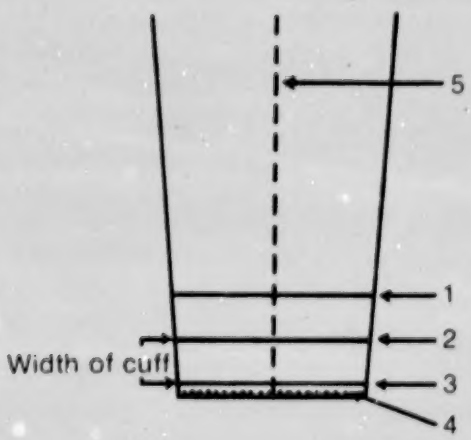
Cuffing

Pretest and Post Test Key

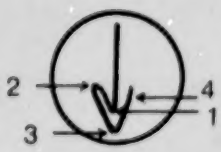
Information Sheet



CUFF ALTERATIONS ON PANTS



1. Desired length line
2. Top of cuff crease line
3. Single turn hem line
4. ½ to ⅝ fabric allowance
5. Inseam



LESSON XIV

Suggested Interview Questions

Operation Sheet

1. Do you work? Where? Are you happy with your job? Why?
2. Do you have a "best friend?" Do you think that you are very much alike or very different?
3. Do you live with your family, friends, or do you live alone? Would you like to live some other place?
4. What fun things do you do?
5. Are you satisfied with the amount of money you have to spend?
6. Are you in good health? Do you feed good most of the time?
7. Do you ever really try to make someone like you?
8. Can you think of anything you'd like to change in your way of living?

Appendix A

Job Descriptions

Alteration Tailor (Dictionary of Occupational Titles, 785.281): Alters clothes to fit individual customers or repairs defective garments, following alteration or repair tags or marks on garments; examines tag or garment to ascertain necessary alterations; removes stitches from garment, using hem ripper or razor blade; shortens or lengthens sleeves and legs, expands or narrows waist and chest . . . resews garment, using needle and thread or sewing machine . . . may fit garment on customer to determine required alteration . . . may be designated according to type of garment altered or repaired as tailor, men's ready to wear; tailor, women's garment alterations; or according to garment part altered or repaired as pants bushelman, vest bushelman.

Alterationist: An individual who competently performs basic alteration skills, such as measuring, pressing, pinning, seam ripping, and hand and machine sewing.

Appendix B

Tasks Performed by an Alterationist

1. Analyzes fitting problems of customer.
2. Fits garment on customer, finding:
   a. Location and slope of shoulder line
   b. Position of waistline
   c. Location of grainline
   d. Length of bodice and sleeve
   e. Position of darts at bodice and elbow
   f. Ease at bust
   g. Measurement of waistline
   h. Ease at hipline
3. Marks or pins garment to indicate desired alterations.
4. Prepares a tag to indicate alterations and gives instructions.
5. Estimates cost and determines pick-up date.
6. Makes claim check.
7. Uses various types of sewing machines.
8. Uses small sewing equipment, such as seam ripper, ruler, and attachments.
9. Alters length of ladies coat, skirt, dress, slacks, sleeves, and waist.
10. Alters shoulder length, waistline of skirts at darts, and side seam locations.
11. Makes various types of hems.
12. Replaces zippers.
13. Attaches and/or replaces hooks and eyes, snaps, and buttons.
14. Rips stitches without injuring fabric.

15. Presses to mold shape into garment.

16. Presses with warp to avoid stretching.

17. Arranges efficient work center with sewing machine, iron, pressing equipment and sewing tools.

18. Selects and purchases sewing notions (such as zippers, thread, buttons, and fabric).

19. Replaces or changes labels.

Competencies Needed to Perform Alterations

1. Demonstrate precision performance of sewing skills.

2. Demonstrate sewing techniques that are unique to each construction detail involved in alteration.

3. Demonstrate skill in determining possible and/or impossible fitting corrections by applying basic fitting principles to solve fitting and/or alteration problems.

4. Satisfactorily perform the following procedures for basic alterations:

   a. Pin to correct simple fitting problems.

   b. Prepare customer work sheets, work records, alteration tickets, and tags.

   c. Perform basic hand stitches.

   d. Identify and interpret alteration symbols.

   e. Rip stitching safely.

   f. Pin corrected stitching line, mark on wrong side, match markings, repin, and stitch.

   g. Conduct effective customer relations.

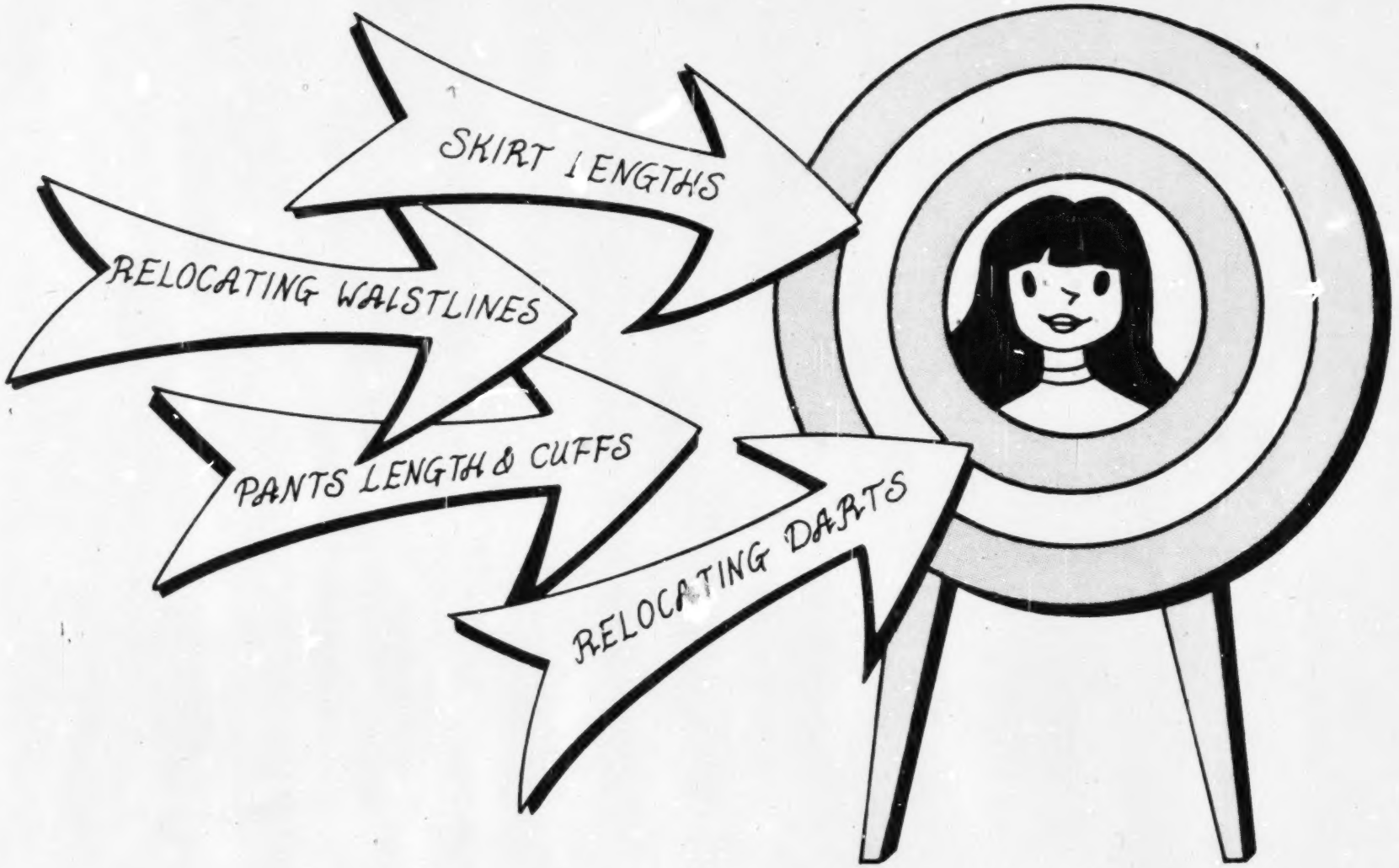
   h. Know pressing techniques.

   i. Complete related alterations.

Appendix C

Bulletin Board Ideas

TARGET-ALTERATIONS



IT'S TIME FOR STITCHOMETRY